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ABSTRACT

This document contains an evaluation handbook for adult literacy programs and feedback from/regarding the evaluation instruments developed during the project titled Adult Literacy and Evaluation Research Team (also known as Project ALERT), a two-phase project initiated by the Detroit Literacy Coalition (DLC) for the purpose of developing and testing a user-friendly program evaluation model for evaluating literacy operations of community-based organizations throughout Michigan under the provisions of Section 353 of the Adult Education Act. The handbook, which is intended for literacy program administrators, explains a six-step process for constructing literacy evaluation tools tailored to particular programs. Presented next is a 23-item reference list. The remainder of the document consists of feedback obtained during the pilot tests of the project-developed self-evaluation instruments to be completed by students and tutors participating in volunteer literacy programs. Appendixes constituting approximately 50% of this document contain the following: letter to Michigan literacy providers; glossary; sample questionnaire cover letter; ALERT feedback form; final revised self-evaluation program tutor and student survey questionnaires; self-evaluation program questionnaire; DLC policy statement, overview, board of directors, mission profile, and services and primary goals; and list of responding literacy sites. (MN)

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ED 395 207

EVALUATION IN ADULT LITERACY RESEARCH

Project *ALERT* PHASE II

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Detroit Literacy Coalition

EVALUATION

IN

ADULT LITERACY RESEARCH

Project *ALERT*

Phase II

Daphne Williams Ntiri
Editor & Project Director

EVALUATION

IN

ADULT LITERARY RESEARCH

Project *ALERT*

Phase II

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EVALUATION

in

ADULT LITERACY RESEARCH

Project *ALERT* PHASE II

Phase II is a continuation of the work initiated in 1994 with the Project *ALERT* team. Phase II sets out to test the evaluation surveys developed by the 1994 team and to collect feedback on the reactions from both tutors and tutees on the structure and appropriateness of the inquiries. Funded by the State Department of Education and executed through the Detroit Literacy Coalition at Wayne State University, the Project *ALERT* team went beyond the confines of the metropolitan Detroit area to seek answers from stakeholders as far away as Muskegon, Grand Rapids and Ironwood. The hope was to enlist the reactions and criticisms of many Michiganders in the process of reshaping the evaluation tools.

Daphne W. Ntiri, Associate Professor of Social Science, Interdisciplinary Studies Program, Wayne State University, who directed this project, is also a State Literacy Facilitator and the Director of the Detroit Literacy Coalition, a community-based organization in the metro Detroit area. This organization meets the needs of at-risk Detroiters through the collaborative networking of its fifteen member local agencies. Dr. Ntiri has written extensively on Adult Education/Literacy in the Third World, especially Africa, and, as Co-Director of the Council for Excellence in Adult Learning (CEAL), Wayne State University, is presently formulating strategies to advance long-term professional education here in Michigan.

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The DLC Statement of Purpose

The purpose of the Detroit Literacy Coalition (DLC) is to promote the total eradication of illiteracy in our community and to advance the cause of reading and writing both for work and pleasure. The DLC is committed to improving the quality of life of every Michigan citizen and resident by ensuring that increased access to basic education is available to those deprived or those who for some reason or other missed out on early educational opportunities. Its central tenet is that total literacy is fundamental to the well-being of Detroit society.

Program Mission

With the absence of a sound, scientific and viable instrument to measure effectiveness of statewide volunteer adult literacy programs, **Project *ALERT*** embarked on the first of a two-part series of an evaluation model plan to address program evaluation needs. The object was to create a user-friendly evaluation model that can be applied statewide to volunteer literacy programs.

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To the Reader

This is a sequel to an earlier study, ***Evaluation in Adult Literacy Research; Project ALERT***, undertaken in 1994 under the auspices of the Detroit Literacy Coalition a nonprofit organization based at Wayne State University, Detroit, Michigan. ***Evaluation in Adult Literacy Research, Project ALERT, Phase II*** is dedicated to adult educators in administration, instruction and volunteer service who take an interest in advancing program quality and effectiveness. It has focused on the development of evaluation criteria and evaluation instruments and their application to volunteer literacy programs.

Because of the diversity in adult education programming, it seems almost impossible to establish a standard evaluation model that would be applicable to all programs and populations. Given the diversity in providers, delivery systems, course offerings, support services and adult education learners, evaluation outcomes are impacted differently. It is as a result of this complexity that the **Project *ALERT*** team embarked on a mission to fill a void, to create a user-friendly model designed to be adaptable and flexible, and to provide effective feedback for program improvement and quality.

The first part of the evaluation research study conducted in 1993/4 was the creation of a set of evaluation instruments for volunteer adult literacy programs. Modification to the instruments led to the completion of a set of simplified, time-sensitive and ready-to-be-tested questionnaires for tutors and tutees in volunteer literacy program. This current work continues with the past work and is presented in two parts. **Phase I** presents a handbook to literacy administrators and other stakeholders on how to construct literacy evaluation tools best suited for their programs. **Phase II** shares reactions to a set of survey questionnaires tested with tutors and tutees in the field. The reactions were shared on a feedback form. These were not about any program *per se* but about the instrument itself, its structure, validity, relevance and objectivity. The feedback has assisted with the generation of a refined and scientifically tested set of instruments.

The intent of this work remains giving evaluation a central place in adult literacy programming, which in turn will ensure quality assessment and make data available for decisions in program improvement.

Daphne Williams Ntiri
Editor & Project Director

PREFACE

The **MICHIGAN STATE DEPARTMENT OF EDUCATION, OFFICE OF ADULT EXTENDED LEARNING SERVICES** contracted with the **DETROIT LITERACY COALITION (DLC)** to develop and pilot a program evaluation model that can be applied to literacy operations of community-based organizations state-wide under the provisions of Section 353 of the Adult Education Act. Officially titled **Community-Based Literacy Organization Program Evaluation**, the project assumed a new name during the course of the research: **Adult Literacy and Research Evaluation Team (*ALERT*)**. Because there are several other adult literacy non-profit agencies in the area with a vital interest in the project, and because DLC is the key community-based Adult Education organization in the city, the DLC's access to research and experimentation was significantly enhanced.

The Detroit Literacy Coalition is a ten-year old 501(c)3 organization that works with key literacy non-profit organizations in Detroit to bring about collective change and eradicate illiteracy. The DLC's network of services includes: grants support, staff training and development, technical assistance in adult literacy resource development and leadership programs. It serves hundreds of metropolitan Detroiters at various levels of functional illiteracy. The DLC works with over sixteen direct literacy providers including the City of Detroit, the Detroit Public Library, the Detroit Public Schools/Adult Education Department, the Archdiocese-supported Dominican Literacy Project, Literacy Volunteers of America, AKA Reading programs, Wayne State University, Wayne County Community College, Highland Park Community College and various churches, corporations and businesses. The DLC gives special attention to sheltered and disabled populations such as seniors and the deaf. A successfully implemented DEAF OPTIONS program in 1991 contributed to the improvement of literacy education among the deaf.

The organization meets the needs of at-risk Detroiters through the collaborative efforts of its members and through the over 1,000 volunteers who serve as instructors, tutors and helpers. The Detroit population includes an estimated 200,000 functional illiterates. Family and intergenerational illiteracy is most common. Other affected populations include teenage mothers who contribute to the growth of family illiteracy in significant numbers; the economically depressed who have been denied or have denied themselves the opportunities for a sound education; the physically and emotionally challenged who have not always been situated to benefit from special education services; masses of dislocated workers suffering from recent shifts in global trade and technology.

The DLC holds community activities such as the Literacy Summit that assembled literacy providers, and supporters to discuss and review the problem of illiteracy in this society and an Annual Walk-A-Thon that promotes community consciousness about of illiteracy in our communities. The DLC hosted the 1992 Annual State Literacy Conference that brought over 200 state practitioners and theorists together to discuss issues and map new trends in Literacy and Adult Education.

I. INTRODUCTION

A. Program Goals

1) To field test a pair of evaluation instruments for tutors and tutees among various populations in over 100 volunteer literacy programs around the State of Michigan

2) To obtain feedback on instrument structure, content relevance and appropriateness through a newly designed feedback form

3) To refine or reconstruct the existing models based on data from the feedback form

4) To develop a how-to manual for literacy practitioners and administrators who may not have the knowledge of developing or applying evaluation instruments

5) To develop a strong research base for evaluation of volunteer literacy programming

6) To disseminate the outcomes through publications and conferences

The Outlook

Participation and Attrition of Low-Literate Adults in ABE Programs

An estimated 18 to 28 million low-literate American adults have never entered Adult Basic Education (ABE) programs for a myriad of reasons (Hunter & Herman, 1979). Personal barriers such as low self-esteem and miscalculating the importance and relevance of an education are often considered primary explanations for participation and attrition irregularities. Though ABE information is generally available through the public libraries present in every city, lack of immediate access to information about ABE programs is often given by nonreaders as a reason for nonparticipation.

The actual attrition rate ranges from 40% to 60% for adult literacy programs. In the Farra study (1988), 15% of adults referred to a literacy program failed to make contact, and 5% failed to enroll after contacting the program (Bean, Partanen, Wright & Aaronson, 1989). According to the United States Department of Education, the largest of the three adult literacy education programs, Adult Basic Education (ABE), serves only 8% of its targeted population. Another study of ABE enrollees shows that 35% did not complete 12 hours of instruction, and of those going beyond 12 hours, 50% completed less than 48 hours (Dirkx & Jha, 1994).

Knowledge about the systematic differences of low-literate adults may require a variety of recruitment strategies. Fingeret (1989) examined seven assumptions of the American middle class about nonreading adults: dignity, diversity, intelligence, culture, the ability to collaborate, aspirations, and resistance to the educational system. Proven research has demonstrated that these assumptions are biased and lack validity since nonliterate learners can be manipulative and are known to hold positions of power, all the while keeping their illiteracy a secret.

B. Program Management

The grant award was from July 1994 to May 1995.

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Members of the Advisory Board were consulted in different capacities—some for advice on selection of sites for interviews, others for input on instrument structure, and yet others for careful consideration in meeting the state statute. The Director and staff would like to acknowledge the critical support of the Advisory and regular DLC Board in this significant undertaking.

EVALUATION HANDBOOK for ADULT LITERACY PROGRAMS

Introduction

Various models of evaluation have been reviewed in Adult Education. Such models include the predetermined objectives approach advanced by Tyler (1949); goal-free evaluation of Michael Scriven (1972); Kirkpatrick's hierarchy of evaluation (1967), and naturalistic evaluation of Egon Guba (1978) and Brookfield (1991). That program evaluation is central to the ongoing effectiveness of adult education programs is unquestionable. It is a regular and vital segment of the adult education discourse because of its political implications, the practical realities, and its connection with the funding cycle.

Evaluation data assume significance in the decisions of government and public sector agencies on the issue of support of adult education and literacy programs. Unfortunately, a "standard" evaluation model for all adult literacy programs cannot hold, given the varied characteristics of the programs and their clientele. According to the literature, there is no standard evaluation that can be validated as a "model." Since most adult literacy programs are short-term and informal, such characteristics tend to be handicaps to the evaluation process and therefore the subsequent strengthening of the program.

Why are evaluations so relevant and necessary to the survival of adult education programs? Several arguments exist to support the relevance and need for program evaluation. Reasons include to:

- judge the effectiveness of ongoing programs
- seek realistic ways to enhance existing programs
- assess the value of innovative program initiatives
- increase the effectiveness of program management
- improve cost efficiency
- meet various accountability objectives

The focus of any educational evaluative procedure remains the generation of factual data relative to program effectiveness. If not conducted competently and scientifically, the evaluation outcomes lack meaning and can be condemned as worthless. Evaluation, therefore, should provide feedback and answer questions that aid in the assessment of methods used to meet program objectives, and thereby facilitate program improvement.

In preparation for an evaluation, there should be ample discussion of what is to be evaluated, and whether internally or externally. For both internal or external cases, the following elements are necessary:

- the beliefs and expectations of sponsor/employer and evaluator
- the gathering of information
- the formulation of a plan
- the organization of relative goals and objectives
- the time frame allotted and budget constraints

Table 1
Six Basic Steps for Conducting
Adult Literacy Program Evaluation

1. DEVELOP A PRIMARY PLAN OF ACTION
2. SELECT AN EVALUATION INSTRUMENT
3. GATHER RELEVANT DATA
4. COLLECT SUPPORT & FEEDBACK DATA
5. ANALYZE AND PROCESS THE DATA
6. PREPARE FINAL REPORT

STEP ONE - Develop a Primary Plan of Action

Planning is the first important step in developing any project. Therefore, the focus of the entire planning stage should reflect the ideas of ***stakeholders*** *and the evaluator.* By focusing on a specific plan, the team can narrow objectives and bring greater clarity to the evaluation process. Also, by clarifying goals and objectives, and by sharing all relevant information concerning expected outcomes with stakeholders, the team will sharpen its understanding about the total process and develop a cohesive approach derived from distinct yet related perspectives.

Most experts agree that planning a program evaluation is a complex task. A handbook alone cannot provide everything that is needed to know about evaluating a particular literacy program. The diversity in volunteer literacy organizations makes it impossible to recommend an evaluation procedure for all programs. However, what is of note is that the evaluation process must be tailored to the particular program. Consequently, project evaluators agree that the following elements should be incorporated into your primary plan of action:

- Plot out ideas and define problems or concerns.
- Develop and work out a primary plan agenda for discussion.
- Set an initial meeting between evaluators and sponsors.
- Discuss beliefs and expectations.
- Share relative documentation or data.
- Relate any time, political or budget constraints.
- Initiate your evaluation primary plan or action.
- Use common sense.

These points are in keeping with an old but wise adage that states: "If you don't know where you're going, how will you know when you get there?"

Following these steps, the next issue concerns planning a primary meeting. Please note the questions below:

1) What questions are you trying to answer from the study, and what are the political motives?
2) What are the resources made available to you?
3) By what system will the data be distributed and collected?
4) How and by whom will the information be reported?
5) How will the results be used? (Promote or cut programs?)
6) How will the instruments be selected?
7) How much time and money is available?
8) Who and by what process will data be analyzed?

Oftentimes, evaluators find that initial objectives or specific plans may need changing because critical information was lacking. So, *be prepared* for this possibility and be guarded against this obstacle by remaining objective in your approach. Further, consider the following options:

- Continue to update and maintain a reasonable contact with stakeholders or sponsors.
- Set alternate plans during your first meeting.
- Know that data collection procedures are always subject to a certain degree of unreliability.
- Incorporate ideas from previously suc-

cessful projects in order to modify your study.

- Prepare your mind "up-front" for the job.

Of great significance is "how do evaluators manage the diversity of ideas, beliefs and expectations that differ between themselves and sponsors?"

The following suggestions may prove useful:

1) Remember, there is no such thing as too much communication. Don't assume anything. ASK!
2) Make sure everyone understands the same definitions that relate to the evaluation process (e.g., summative vs. formative).
3) Be ready to explain and define the differences between *evaluation, assessment,* and *measurement* procedures. Although all are related to evaluation, they all have distinct functions and characteristics.

Defining ***Evaluation***

Simply defined, **evaluation** means the systematic process of collecting and analyzing data. L.R. Gay, a noted researcher and expert in the field adds, "It is, however, the only part of the definition of evaluation on which everyone agrees" (p. 6). Studies indicate that there exists a host of distinct differences when defining evaluation. Gay further comments, "Examination of evaluation literature makes it very evident, very quickly that there are almost as many definitions of evaluations as there are evaluation experts" (pg. 6).

He offers these two definitions:

1) Evaluation is the systematic process of collecting and analyzing data in order to determine whether, and to what degree, objectives have been, or are being, achieved.
2) Evaluation is the systematic process of collecting and analyzing data in order to make decisions and improve program outcomes.

Remember, terms such as *assessment, measurement* and *diagnostic*, take on different meanings and functions. See the glossary in the back of this handbook for a better understanding of these terms. Don't allow the sponsors or other members of the team to be confused by these terms. Their focus might change and your original objectives could become altered.

Based on experiences with the tremendous diversity in Michigan's volunteer adult literacy programs, *ALERT* found that the "formative" rather than the "summative" approach to evaluation worked best for this project.

The *ALERT* definitions for these terms are offered below:

- ***Formative:*** An evaluation in which the program's objective is to generate outcome data that represent an ongoing look at program operation in order to improve the program through adjustment or change.
- ***Summative:*** When evaluation results contain information given as only a final or definitive assessment of the program's effectiveness and as a basis for which funding decisions are made. This assessment generally includes areas such as student achievement, levels of proficiency, group scores, test results, performance standards, grading scales, etc.

For additional information and clarity on these terms see the table on the following page.

See the Appendix for an *ALERT* sample that provides a listing of agenda items used during *ALERT*'s primary planning meeting.

Table 2
The Differences Between Summative and Formative Evaluations

Category Comparison	Formative Approach	Summative Approach
Purpose	Improvement-oriented	Certification of program utility
Key players	Program staff Administration	Potential sponsors or funding agencies
Evaluation team selection	Usually internally selected	Usually externally selected
Measures	Ongoing, often informal	Specific time limits valid/reliable
Data collection measures	Frequent, either quantitative or qualitative	Limited, usually quantitatively designed
Size of samples	Often small	Usually large
Assessment questions	Defines participants/ improvement based/examines strengths & weaknesses	Specific outcomes/ student achievement test scores
Sample questions	What is working? What needs to be improved? How do participants feel?	What results occur? With whom? Under what conditions? At what cost?

It is strongly recommended that if one's objective is to conduct an evaluation that measures such items as student achievement, test scores, or other quantitative values, a "summative" framework be used after the completion of a semester.

On the other hand, if one's objective is to demonstrate that an ongoing program is worthwhile and the main concern is to evaluate the operational procedures themselves, then a "formative" approach might prove more useful.

Below are a few more hints to consider before going on to Step Two. Double check to be sure:

- that all involved parties and/or sponsors are informed about exactly when the project will start and what agencies and populations will be surveyed
- that you know how each member of the team feels about the process
- that you determine and agree on each team member's role in the process
- that you specify the length of the entire project, and schedule additional meeting dates for the planning committee and
- that you prepare a cover letter to accompany your evaluation that is clear in stated goals and mission for the project.

Summary: Developing a Primary Plan of Action (Step One)

1. Brainstorm to plot out ideas and define problem areas.
2. Set a meeting date between evaluators and sponsors.
3. Write an agenda to discuss goals and objectives, beliefs and expectations.
4. Share any related data or documentation.
5. Relate all time, political, or budgetary constraints.
6. Formulate and initiate the evaluation plan of action.

STEP TWO: Selecting Evaluation Instruments

Determining what evaluation instrument is best suited for your particular adult literacy program is very critical. The instrument selected should be capable of evaluating the *overall program objectives.*

In general, it is as convenient to use a standardized instrument that has been designed to evaluate similar programs as to construct your own. It is a good idea to find out what evaluation resources are available before deciding on a tool or initiating the instrument development process. Gay (1980) notes, "There are situations, however, for which use of available instruments is impractical, inappropriate, or both" (p. 110), so be prepared to add survey questions to a standardized form or design a totally different form altogether.

As we mentioned in the previous section, "formative" approaches work best for evaluating operational procedures. It is impossible to evaluate every single component of a literacy program, as there are too many considerations. The aim and intent should be to narrow the variables and determine which elements are the most important in meeting assessment objectives. Therefore, the instrument should reflect those goals and objectives set during the primary planning stage.

Keep in mind that you don't want to overwhelm respondents by making questionnaires or interview questions too long. Try, as much as possible, to limit sections of the questionnaires to 10-15 questions. If the questionnaire requires answers for different categories, use no more than *three* sections. Some of the general areas you might want to focus on include: Who is served by the program? How were they chosen to participate? How is the program funded? What type of services are offered?

To determine if the instrument will enhance a formative evaluation procedure, consider these 10 major points:

1. Does it identify student needs?
2. Does it evaluate any additional services offered (e.g., counseling)?
3. Does it evaluate whether the curriculum design is meeting student goals?
4. Does it evaluate the facility (e.g., for comfort, available technology, location)?
5. Does it evaluate if learning supplies or materials are suitable and available?
6. Does it evaluate whether tutors are trained and effective?
7. Does it evaluate the extent to which learning is achieved?
8. Does it evaluate what outside barriers might prevent students from meeting goals?
9. Does it evaluate how the program has enhanced or promoted growth and opportunity in students' lives?
10. Does it evaluate the specific needs or major strengths of your program?

Most of the 10 elements mentioned above are included in the *ALERT* models. *ALERT* designed three different instruments in an effort to cover these critical areas. In most evaluation processes, only one of these instruments is needed. The first model is a very lengthy form designed to address a spectrum of literacy program concerns. It is complete with questionnaires for evaluation of *administrators, tutors, and tutees.* The second model is a shorter version of the first, and does not evaluate administrative staff. The last revision, or third model, is totally different from the first two, and it particularly addresses the feedback concerns solicited from over 100 literacy providers in the state.

A review of all three *ALERT* models (examples of the first two models are provided in the Appendix) is recommended before deciding which tool might work best for your particular program. The first model serves as a prototype for the other two. It is comprehensive and designed for lengthy evaluation projects. The shorter revised models are less formative and are time-sensitive, but also cover many of the most critical areas.

A full sample of the third model is included in the Appendix.

The following criteria might further assist you in determining what type of instrument will work best for your particular evaluation project.

1. Does the instrument significantly increase your knowledge and understanding of the elements to be investigated?
2. Can the information from the questionnaire be categorically or systematically used to enhance the analysis process in the most efficient and timely fashion?
3. Can the data collected best be used in a qualitative or quantitative manner (this should be decided before the actual evaluation procedures begin)?
4. Determine which instrument is easiest to understand and use. Is it time-sensitive and user-friendly, especially the questions designed for the students?
5. Will the information and knowledge enhance eventual understanding about the overall program? Could this lead to better decision-making practices?
6. Please remember that if the standardized instrument is not appropriate for your particular literacy program, then it may become necessary to design or develop your own.

If this does become the case, keep these hints in mind:

1. Because of the uniqueness of this handbook, the information provided can be used in almost any literacy evaluation project, usually with very few alterations.
2. A good practice is to include the ideas, suggestions and reflections of staff, sponsors and students to help with tool development.
3. Don't be afraid to utilize the mass amount of literature on literacy research and evaluation procedures published by experts in the field.
4. As the primary evaluator, remember that your opinions are valuable. Follow basic guidelines, but use common sense and experience because you must feel comfortable with what you are doing.

Before you go to the next step, please *pilot-test* the instrument for validity and reliability. Contact a literacy provider in your group or area by sending an announcement letter and follow up with a phone call. Explain that he or she was chosen to pilot-test the instrument, and then send a sample of the questionnaire, requesting a speedy return. Be sure to ask some *open-ended* questions as well.

Summary: Selecting Evaluation Instruments (Step Two)

1. Brainstorm to determine if the study will be qualitative or quantitative in nature.
2. Seek a standardized instrument that could best evaluate the program's objectives.
3. Complete the standard instrument yourself to make sure that it is time-sensitive and user-friendly.
4. Be prepared to make adjustments to the standard form or to design a separate form altogether.
5. Design and send out a letter to a selected literacy provider asking for assistance to pilot-test the instrument.
6. Upon return of the pre-test instrument, review the findings and share responses with stakeholders or sponsors.
7. Make any necessary adjustments to the instrument or to procedures.

STEP THREE: Gathering Relevant Data

The third step in an evaluation project is gathering relevant data. This process entails how one goes about collecting the information surveyed. An evaluation is only as good as the information gathered. A common weakness in many evaluation projects is the focus of too much attention on too many areas by evaluators with too little time and limited information. Don't make this mistake! Your results are likely to be invalid. The process of gathering and collecting the most useful and relevant data becomes critical.

This step serves as a conceptual menu that directs the evaluator toward specific categories of relevant data to enhance the collection and analysis process. In this process, it is a good idea to compile a listing of all potential literacy providers you want to survey. Before you send out your questionnaire, you must first send out a short, direct cover letter. Some main points to be addressed are: *the name of the organization conducting the study; the reason for the study; some very brief instructions; a return address and a deadline date; and a thank-you in advance for participating. (A sample of the ALERT cover letter is provided in the Appendix.)*

Once you have allowed enough time for respondents to receive the cover letter, it is a good idea to make a follow-up phone call to ensure that the letter was received and to answer any questions the recipient might have.

Now you are ready to send out your questionnaires. A questionnaire is just one of many methods of gathering information, but most experts agree that it is probably the best method. The questionnaire survey is frequently used as a polling method to gather facts. It is very important that you send the questionnaire out in a timely fashion, allowing program facilitators adequate opportunity to respond by your return date.

A good evaluator will always respect privacy, confidentiality, and the rights of the individual being surveyed. To assure respondents that your study is ethical and will be conducted with sensitivity and integrity, explain the procedure to tutors and students during interviews, or with program facilitators if interviewing will not be done. Always ask for permission to use data that might be considered confidential. Remember that evaluations can be extremely provocative and even threatening. If a potential respondent feels threatened, he/she might not respond with honesty—or might not respond at all.

Be sure that the directions request a realistic return date, and that it is clear and easy to find in the package. Note also that rarely are 100% of the questionnaires distributed returned. In fact, in most cases, only about 60% of potential respondents respond after the first contact. To assure that a greater percentage of samples eventually will be returned, be sure to:

- allow additional time for late responses
- prepare to visit some sites
- send out a second cover letter
- make additional follow-up calls

When a follow-up plan is in place, usually another 20-30% of samples are returned. Efficiency, then, is a very important element in the process. A balance between available time to collect the data, cost requirements, and coding and organizing results must be considered.

There are a number of methods to gather information and collect data. Please decide

early on which techniques will work best for your particular situation. Keep in mind these constraints: budget, schedule, and availability and reliability of resources. Reliability here represents the elements involved in the judgment by sponsors in such areas as the *items* being evaluated, the *examiners*, the *examinees*, and the *accuracy* of outcomes.

Patterns of a reliable study can take on three different dimensions: objective, direct, and structural. The objective approach involves an implicit frame of reference where the concepts of accuracy and error are both considered. In the direct approach, respondents and data collectors agree on the method and purpose of the collection process. In a structural framework, however, specific kinds of responses are determined relevant.

Summary: Gathering Relevant Data (Step Three)

1. Compile a list of all literacy providers to be evaluated.
2. Send each provider a cover letter announcing who you are and your intentions.
3. Make follow-up phone calls to assure that the letter was received, and answer questions.
4. Send out the evaluation instrument or start interviewing respondents.
5. Have a follow-up plan in place to assure that the maximum number of responses are returned and collected.
6. Immediately codify or organize responses as they are returned.
7. After the deadline date has expired, prepare to send all data to the analysis expert.

STEP FOUR: Soliciting Support and Feedback Data

Once the collection of data and data analysis process are complete, fine-tuning of efforts is needed to test the variations among diverse target populations. For example, a standardized instrument that worked fine for evaluating an outreach literacy center may have little relevance, if any, when evaluating prison populations or workplace literacy programs.

In other words, because of differences in target groups in literacy programs, a second revision of the instrument may prove necessary. This is often not required until the primary evaluation process has been completed. The second revision assures stakeholders that a fair assessment of these groups can be implemented, and that, in so doing, evaluation services delivered to the general literacy population are equal to services delivered to the special targeted population.

Remember, however, that no evaluation tool can cover all of the assessment and measurement needs of so many different literacy providers. In many cases, once a feedback questionnaire is circulated among some of the targeted populations, it can provide substantive data that can add to the validity of a survey without complicating procedures in great deal.

There are several techniques that one can use to gain greater feedback from the targeted groups. However, a good evaluator will narrow the choices in order to stay on pace with the teams' objectives. The bases for implementing such changes usually fall on the need to provide more impressionistic evidence, because certain literacy providers or facilitators will be dissatisfied with the way efforts were conducted in relation to their particular program. A feedback approach is less threatening and more inviting.

The following elements should be considered before attempting the support and feedback process:

- How to identify where target problems and populations exist.
- What types of procedures or services to provide to target groups.
- How to assess the qualifications and competencies of staff.
- How to encourage cooperation from the target program's staff and students.
- How to ensure strict confidentiality in order to maintain reliability and validity.
- How to use new evidence.

Summary: (Step Four) Soliciting Support and Feedback Data

1. Based on the responses of the initial survey, determine which programs can add greater validity to the study if questions are more generally designed to address their needs. Also, identify programs that did not respond or are omitted in the first study because they serviced a special group.
2. Design and send out another cover letter along with a copy of the first questionnaire to these groups, asking them for their input.
3. As soon as responses are returned, outline and collate the feedback data where appropriate.
4. Eliminate unnecessary or non-useful feedback, and determine which responses could enhance the process without complicating procedures in great detail
5. Use the relevant feedback data to revise the original questionnaire.

STEP FIVE: Processing, Analyzing, and Summarizing Data

The data analysis, or interpretation of results, is vital to the evaluation process. A well-developed analysis leads directly to the formulation of conclusions that can impact decision-making practices. Accurate statistical interpretation, therefore, plays a major role in the analysis process as well. The statistics in evaluative research involve the process of describing, synthesizing and interpreting the quantitative data. There are a number of ways to analyze data. Determining which techniques will work for your particular study greatly depends on such factors as type of evaluation, evaluation questions, and design of the evaluation instrument. To avoid conflicts in interpretation of the data, arrange meetings with the statistical analyst.

The procedure that you select for analyzing the data will differ, depending on whether the information collected is *quantitative* or *qualitative.* In general, a quantitative analysis measures the extent that data is reported numerically, while qualitative data is, in most cases, gathered through open-ended answers and is value-based (see the glossary for a better definition of these terms).

A good analyst will, upon completion of collecting all data, select and organize the information according to the evaluation questions. Also, if appropriate, he/she will collate into specific categories the data obtained from each source or method. For example, all the data will be coded to reflect differences in gender, age between tutors and students.

If the members of your evaluation staff are not qualified to prepare the analysis, then it is better to hire someone who knows first-hand how to handle the process. If this is not possible, be sure that the evaluator selected for the job is well-trained and has the time and patience to do the job.

The analysis should be constructed and presented in a way that addresses the project's evaluation objectives. The *ALERT* project, for example, was quantitative in design and formative in nature; therefore, all statistical evidence was taken and collated to measure the quality of the ongoing programming and to determine the significance of the outcomes provided. In order to achieve these ends, it was necessary that the data given in this stage was presented simply, accurately, scientifically, and clearly. It is also a good idea to identify all themes that might be suggested by the findings. Also, wherever possible, provide charts, tables, and graphs to express data from different lists or counts in order to aid sponsors and stakeholders to understand and interpret the information. Review the bibliography of this handbook for more resource assistance.

Summary: Processing, Analyzing, and Summarizing Data (Step Five)

1. Select a well-trained staff member for the task, or hire an analysis expert.
2. Select and organize the data according to the evaluation questions and the types of organizations responding.
3. Wherever needed, make sure the information is collated into specific sub-groups.
4. Select the educational analysis computer program that best meets your needs.
5. Make sure that once the analysis process is completed, the information is clear, easy to understand, and accurate.
6. Provide charts, tables, and/or graphs to help validate and express the findings to stakeholders or other sponsors.
7. Prepare the final analysis so it can be incorporated into the final report.

STEP SIX: The Final Report

The last step in an adult literacy evaluation is the final report. The writing of the report should remain as objective as possible. The report should not contain subjective opinions, remarks, or statements. There is also no place for emotionalism in the report. As much as possible, stay away from personal pronouns such as "I," "my," and "we." For example, instead of saying, "We randomly selected samples," the correct expression would be, "The sample was randomly selected."

The report should include information or a summary from each step of the project. But it should be written in a straightforward style containing clear and simple language. Make sure that the information presented in the final report is consistent with the facts illustrated in the study and with table, charts and graphs representing the findings. Additional comments should be made (as briefly as possible) for every instrument or research tool that may have been used in the study.

A section describing the methods used in the study is always an excellent addition to any evaluation report. When describing the methodology, include in your statement comments concerning the targeted populations, the measuring instrument used, preplan statements, the actual evaluation design, specific procedures followed, and any limitation, biases or problems that might have occurred.

Stakeholders or sponsors should be made aware of all findings and recommendations before results are published. Where applicable, their suggestions and interpretations of the findings should be included in the summary. Remember, their involvement can add credence to the study and will provide them a sense of teamwork as a member of the research group.

Finally, be sure to detail all relative recommendations and conclusions found. The recommendations in any evaluation report take the form of suggestions concerning ways to improve the program or the evaluation project itself.

Summary: The Final Report (Step Six)

1. Review all data from every step in the process and summarize the findings.
2. Share the findings and your recommendations with stakeholders or sponsors.
3. Use a computer (or other word processor) to type all the data.
4. Allow at least two people to proofread the final report before it is published.
5. Make sure that the report contains all these components:
   - A. An introduction, mapping goals and mission of the project
   - B. A methodology section describing the questionnaire process and the targeted population
   - C. Data analysis of results (e.g., graphs, tables)
   - D. All recommendations, conclusions and summaries.

Table 3
Evaluation Methods Chart

PROCEDURES	ADVANTAGES	DISADVANTAGES
GROUP INTERVIEWS	Stimulates thinking and sharing of ideas and experiences. Provides a greater range for diversity pertaining to the subject. Provides a consensus about the program.	Limits confidentiality. Is more difficult to organize. Can be considered as a threatening environment. May require a more skilled or particularly trained interviewer.
INDIVIDUAL INTERVIEWS	More likely to allow for sincere responses. May make participants more willing to disclose personal information. Allows interviewers to control how and when questions are asked.	Usually is more time-consuming. Is generally more difficult to analyze. Will require a skilled interviewer. Participants can sometimes feel threatened.
QUESTIONNAIRE SURVEYS	Large amounts of data can be collected in short periods of time. Is usually less expensive than other forms of surveying. Is better for maintaining confidentiality. Makes the task of analyzing and summarizing data less difficult.	Data are restricted by the way certain questions are asked. Greater planning time is needed. Return rates are usually slower coming in.
QUANTITATIVE EVALUATION	Allows for more samples, which adds more credence to the survey. Deals with specific numbers. Provides better information if results are presented in table or graph form. Data are usually easier to collect, and is done in shorter periods of time. Is generally easier to summarize and analyze data.	Does not allow participants to respond objectively. Requires a skilled quantitative analysis expert. Provides greater limitations in the amount of information that can be collected and analyzed. Can be seen as more threatening.
QUALITATIVE EVALUATION	Allows for participants to respond objectively and freely. Allows for open-ended responses, which add direct credibility to the study. Interviewers can get different personal views on same subject. Can control when and how questions are asked. Allows interviewers to gain a better interpretation as to the way respondents actually feel.	Substantial planning time is required. Return rates are usually very low. Participants may not be directly familiar with program. Is more difficult to analyze. Is limited in confidentiality. May be difficult to organize. Usually reflects quality outcomes only.
JOURNALS/LOGS	Offers immediate reaction to events or activity. Requires little effort to collect data. Is less expensive to administer. Offers records of change over time.	Data are unreliable, and more subjective. Are more difficult to analyze. More training may be required in order to record information.

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FEEDBACK ON EVALUATION QUESTIONNAIRE PART I

METHODOLOGY

This second phase of Project *ALERT* set out to collect reactions to the evaluation model (see Appendix). The prototype developed in the first phase was created through interviews with administrators, staff and students at primary literacy providers (Detroit Public Schools, Adult Education Division; Literacy Volunteers of America; Dominican Literacy Center) to ensure that the critical priority areas of volunteer literacy program instruction and administration were covered, that is, attendance, personal goals, counseling and motivation notwithstanding.

To maximize the share of reactions on the surveys, an instrument was designed and called a feedback form (see Appendix). The first page of the feedback instrument collected data on both the program and the respondent. It was categorized into the following:

- area setting of the program
- years in adult literacy
- level of education
- state teacher certification
- gender
- ethnic/racial composition

The second page solicited information about the student and tutor evaluation survey questionnaire with regard to length and structure of the instrument, appropriateness of questions, clarity and applicability of questionnaire to respective program populations.

Instrumentation

Evaluation in Adult Literacy Research: Project *ALERT* - Phase II deals with three separate survey instruments which have been discussed:

1. A Self-Evaluation Program Tutor Survey Questionnaire
2. A Self-Evaluation Program Student Survey Questionnaire
3. A Feedback Form

Population

A set of all three instruments mentioned in Instrumentation, accompanied by a self-addressed envelope was sent to 221 (N=221) literacy program participants throughout Michigan before November 14, 1995. Listings were provided by the Michigan Literacy, Inc. directory (134 adult literacy organization) and the State Action Plan Team (25 Michigan student support groups). Respondents were asked to study the survey questionnaires and answer questions on the feedback instrument with all their comments *no later than December 31, 1994*. A total of 64 subjects (30%) returned the survey.

Revised Student and Tutor Self-Evaluation Program Questionnaire

The responses received allowed for the creation of revised student and tutor program survey questionnaires, each of which was divided into three parts:

Part I Identification

Part II Program Information

Part III Program Issues

All three parts of the revised evaluation models can be given in segments. Part I can be given when the participants first enter the program. Part II is designed to be answered after participants have been in the program for a minimum of two instructional sessions. Part III was developed for participants who have a minimum of four instructional sessions.

It is advisable that the tutor's revised evaluation be completed at one time or in segments. However, the student's revised evaluation model should preferably be completed in segments over a short period of time because of reading and attention levels, and to minimize anxiety and frustration.

Feedback Comments

The feedback comments are extensive and reflect common concerns of adult educators in the field on designing a model evaluation instrument. They have been used to reshape the outlook of the original evaluation model. Four areas of concern are noted:

- tutee/student readability
- word usage
- relevance and applicability of questions in the tutor questionnaire to volunteer literacy programs
- questions for tutors on tutees' thinking patterns and perceptions

Tutee Readability/Word Usage

The evidence shows that the tutee/student had difficulties of comprehension of the instruments. A significant number of them thought that the student evaluation form was not "new reader" friendly and therefore comprehension was limited, from length was frightening and language was difficult. For example, some of the tutor's comments showed preferences over the use of certain words:

Use the word "answer" instead of "response"

Use "helped to learn" instead of "gave you information"

Use "signing up" instead of "enrollment"

Use the word "tutor" instead of "instructor"

The tutors shared that tutees would be unable to complete the questionnaire without assistance, and for this responding tutor, the tutees she was in contact with found the form "scary," "hard to read" and "it made them nervous." She continued that one of the students reading the word "reservation," meaning restraint, confused this term with an Indian reservation in the next county. Equally, words like 'purpose,' 'response,' 'sources,' 'referral,' are at a higher reading level and thus cannot be fathomed by new readers.

On the issue of **word usage** in the questionnaire, there were concerns related to ambiguity and difficulty levels. The commentaries pointed to difficulties in distinguishing differences in words and shades of meaning.

What is the difference between "to a great extent" and "to a good extent"

What is the difference between "just right" and "challenging"

Words like "purpose," "response" are complex words for real beginners. Yes, the tutor becomes the reader for the student depending on the level of difficulty.

What about a category for "don't know"

Tutors' Speaking for Tutees

The tutors were quite candid and forthright about the shortcomings of the instruments. Though fully cognizant of the limitations of

the tutees/adult learners with limited reading and writing skills, they (tutors) were opposed to being asked about "what the tutees/students think or what the tutees/students perceive about their learning processes. The reasoning behind their opposition touched on factors that relate to validating perceptions of others who are less fortunate. Further, they complained about the instrument's failure to address tutor training needs and the volunteer nature of employment for many of the tutors. Some added that some questions bordered on irrelevance and inappropriateness. The word "center" was used to refer to literacy programs, but in essence not all literacy programs see themselves as, or call themselves centers. The reactions that follow articulate more directly and restate some of the questions as they should have been presented:

- *The instrument asks nothing about support or training needs for the tutors*
- *I would personally like to see more questions for the tutor regarding what kind of feedback they would like from the organization that they do not get. I would like to see more questions geared toward improving retention and making it a positive experience for the tutor*
- *Some of these questions have nothing to do with tutor satisfaction or problems/concerns. It seems to be more of a validation of the student questionnaire*
- *How about these types of questions instead of the ones given*
    - *average number of times student cancels/misses a session*
    - *average number of times tutor cancels/misses a session*
    - *average number of sessions scheduled during month*

On the question of whether the ***tutee recommends*** the program to others or about the ***perceptions of tutees by tutors*** (questions 9 and 13), many expressed frustration and resentment. They noted:

- *many of the questions (9, 12, 13, 14, 16, 17, 18) do not ask tutors what they think but rather they ask the tutors what the students think or what the students perceive. Is it fair, on a formal questionnaire, to ask any person what another person thinks?*
- *our tutors cannot generalize about students in the program because they know only their own student well.*
- *some of the questions (9, 10, 11, 12, 14, 17, 18) are written in the plural form. Since most tutors in the state are trained to work with only one student at a time, they might feel this is a questionnaire for teachers, not tutors.*
- *some questions such as opinion of student participant cannot be answered collectively. What is the purpose of asking questions relating to students without asking them? That's difficult and impractical.*

On the question, "please indicate the extent to which "your" student expectations are being met in the achievement of their goal," one respondent would rather have this question asked:

> *What is the extent to which program/staff are meeting tutor's expectation/need for support?*

The instrument elicited responses that exposed deep-seated limitations about the adult literacy volunteer sector. The sentiments are strong on the part of the tutors on expanding tutor training and enhancing classroom techniques to upgrade results. One of the main objectives of evaluation is to generate concrete data that will improve services and outcomes. Questions that surface in this inquiry are: Did we learn from

this survey? How will the data be used to effect outcomes? What other questions are outstanding that need to be included? Should more time have been spent on asking respondents about instructional packaging and delivery in the classroom, or classroom interactions between tutor and tutee? Should there have been a focus on the impact of technology on adult education's classroom? How about support services and its links with student performance?

As mentioned in the beginning, there is nothing like a "standard" evaluation that can be uniformly applied to all programs. The intent of this field exercise was to send out sensors, get results and interpret them as part of a mechanism toward program improvement.

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FEEDBACK ON EVALUATION QUESTIONNAIRE PART II

PROCESS

Survey Instrument Development

A survey instrument (see Appendix) was developed for this project. The instrument consisted of two major parts: respondents' demographics and their feedback on the evaluation questionnaires. There were six questions in the first part focusing on agency personnel background and the characteristics of their literacy programs. The second part of the survey was divided into two subcategories: feedback on the tutor survey evaluation questionnaire and feedback on the student survey evaluation questionnaire. There were four questions in each subcategory, focusing on quality of the questionnaires (see Appendix for details).

Data Analysis

The respondents' background and their feedback on the questionnaire were analyzed first using descriptive statistics. The group difference in feedback was further examined using chi-square tests. More specifically, the statistical differences in the feedback on both questionnaires by Kind-of-Agency/Institution (rural, urban, other), Education (<college, college, graduate), Years in Adult Literacy (≤5 yr., 6-10 yr., >10 yr.), Michigan Certification (elementary, secondary, other, no), and Gender (male, female) were examined using the chi-square tests, and type I error of the tests was set at 0.05.

Results and Discussion (Findings)

A total of 64 subjects returned the survey. The majority of the respondents were females (87.1%), highly educated (85.3%), years of experience in adult literacy (six or more years, 72.7%), and Michigan-state certified (90.2%). Most of the agencies/ institutions were either rural (40.7%) or urban (39.0%), and they served a variety of racial/ethnic groups. Detailed description of respondent demographics and their agency/ institution characteristics were displayed in Table 1 and Table 2, respectively.

Table 4
Demographics of Respondents

Variable	Number	%
Gender		
Male	3	87.1
Female	8	12.9
Highest Degree Earned		
High School	3	4.9
Associate's	5	8.2
Bachelor's	23	37.7
Master's	25	41.0
Doctorate	2	3.3
Other	3	4.9
Years in Adult Literacy		
Less than 2	3	5.1
2-5	13	22.0
6-10	26	44.1
11 or more	17	28.8
MI State Certification		
Elementary	10	19.6
Secondary	17	33.3
Vocational	2	3.9
Combined	9	17.7
Other	5	9.8

Table 5
Characteristics of Respondents' Agencies/Institutions

Characteristic	Number	%
Kind of Agency/Institution		
Rural	24	40.7
Urban	23	39.0
Suburban	5	8.5
Other	7	11.9
		Average Approximate Percentage
Racial/Ethnic Composition		
African American		24.61
Asian/Pacific		1.53
Caucasian		65.81
Hispanic		4.23
Native American		2.07
Arab/Other		1.75

TUTOR/STUDENT QUESTIONNAIRE FEEDBACK

STUDENT EVALUATION

Overall, the feedback on the tutor evaluation questionnaire was very positive. The majority of respondents thought that the length of the questionnaire was "just right" (65.0%). Many of them also thought that the "appropriateness of questions" of the questionnaire was "just right" (42.3%). Regarding "clarity of the evaluation instrument," most of them thought it was "just right." Finally, many of them (39.6%) believed that the questionnaire was applicable to their program(s).

Still, the respondents pointed out that the evaluation questionnaire could be improved. A number of respondents believed that the instrument was "too long" (28%), the questions were "not appropriate" (7.7%), the instrument was "not clear" (11.1%), or the questionnaire was "not applicable" (8.35%). The detailed feedback on the tutor evaluation questionnaire is illustrated question-by-question in Figures 1, 2, 3, and 4, respectively.

A similar feedback was found on the student evaluation questionnaire. Again, the overall feedback was positive. The majority of students believed that the length of the questionnaire was "just right" (65.8%), the questions were appropriate (52.6%), the questionnaire was clear (56.8%), and the questionnaire was applicable (52.6%).

A small proportion of students also believed that the student evaluation questionnaire could be improved, and thought that the instrument was "too long" (34.2%), the questions were "not appropriate" (26.3%), the instrument was "not clear" (10.8%), or the questionnaire was "not applicable" (5.3%). The detailed feedback on the student evaluation questionnaire is illustrated question-by question in Figures 5, 6, 7, and 8, respectively.

Figure 1: Feedback on Tutor Questionnaire

Length of the Instrument

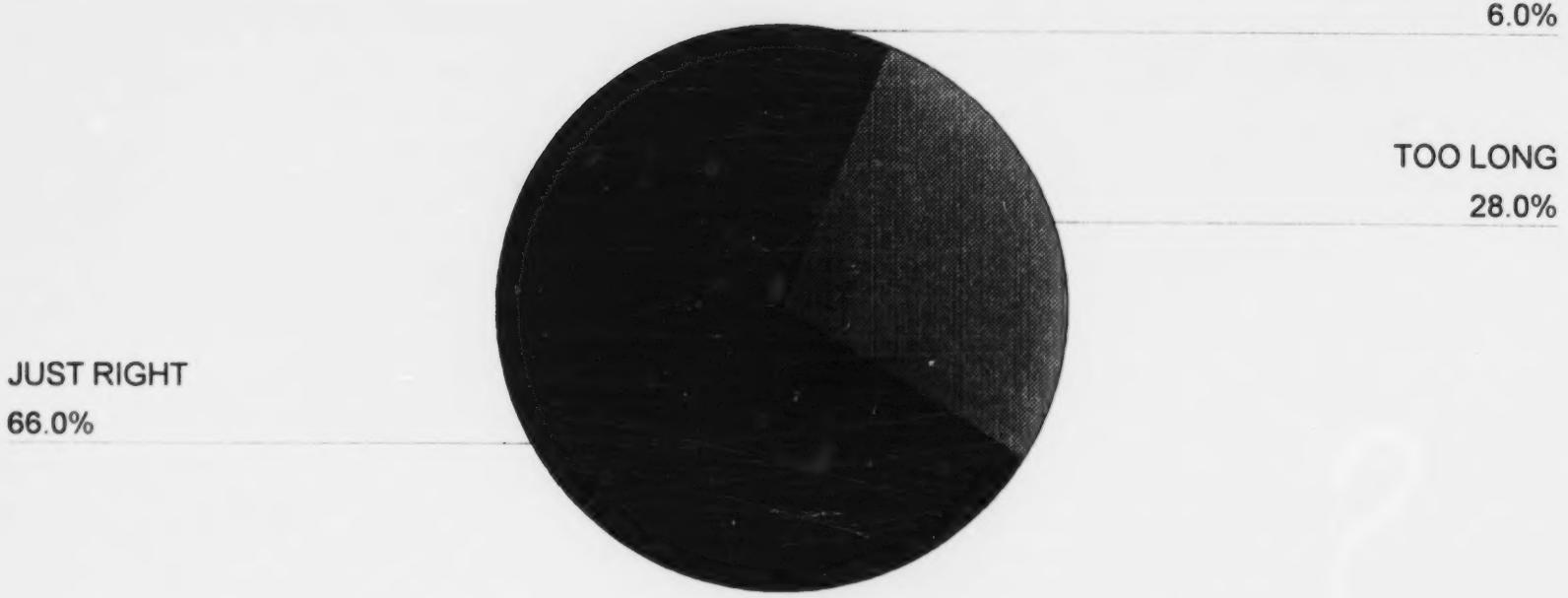

Figure 2: Feedback on Tutor Questionnaire

Appropriateness of Questions

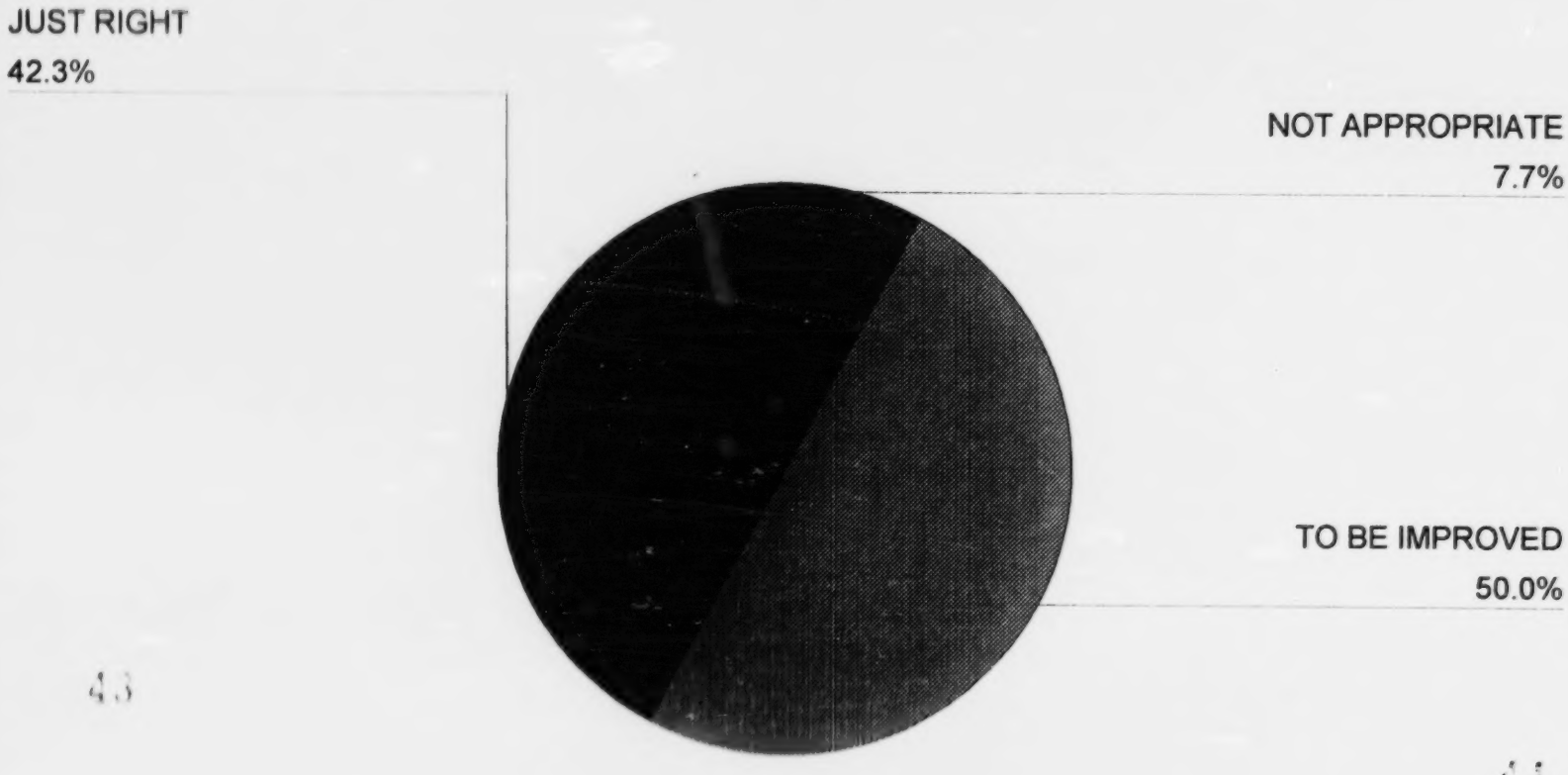

Figure 3: Feedback on Tutor Questionnaire

Clarity of the Instrument

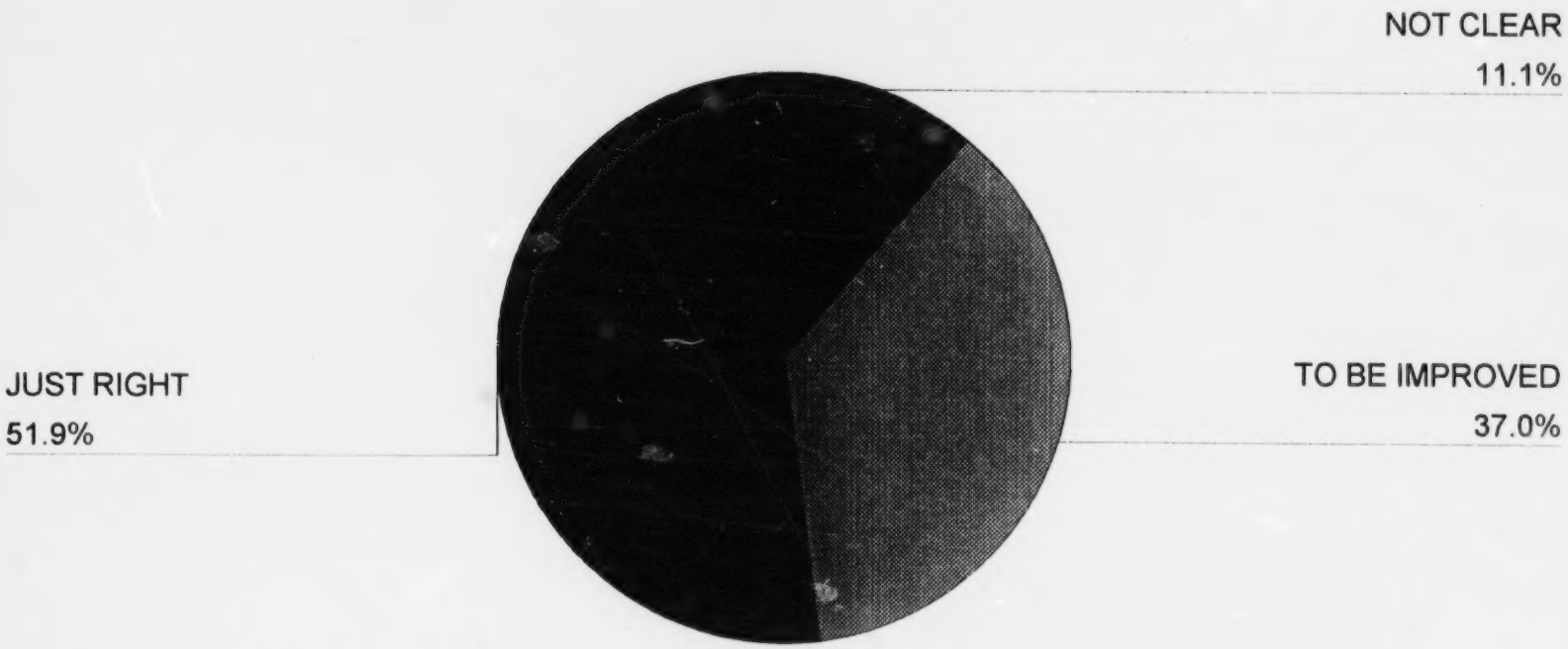

Figure 4: Feedback on Tutor Questionnaire

Applicability of the Instrument

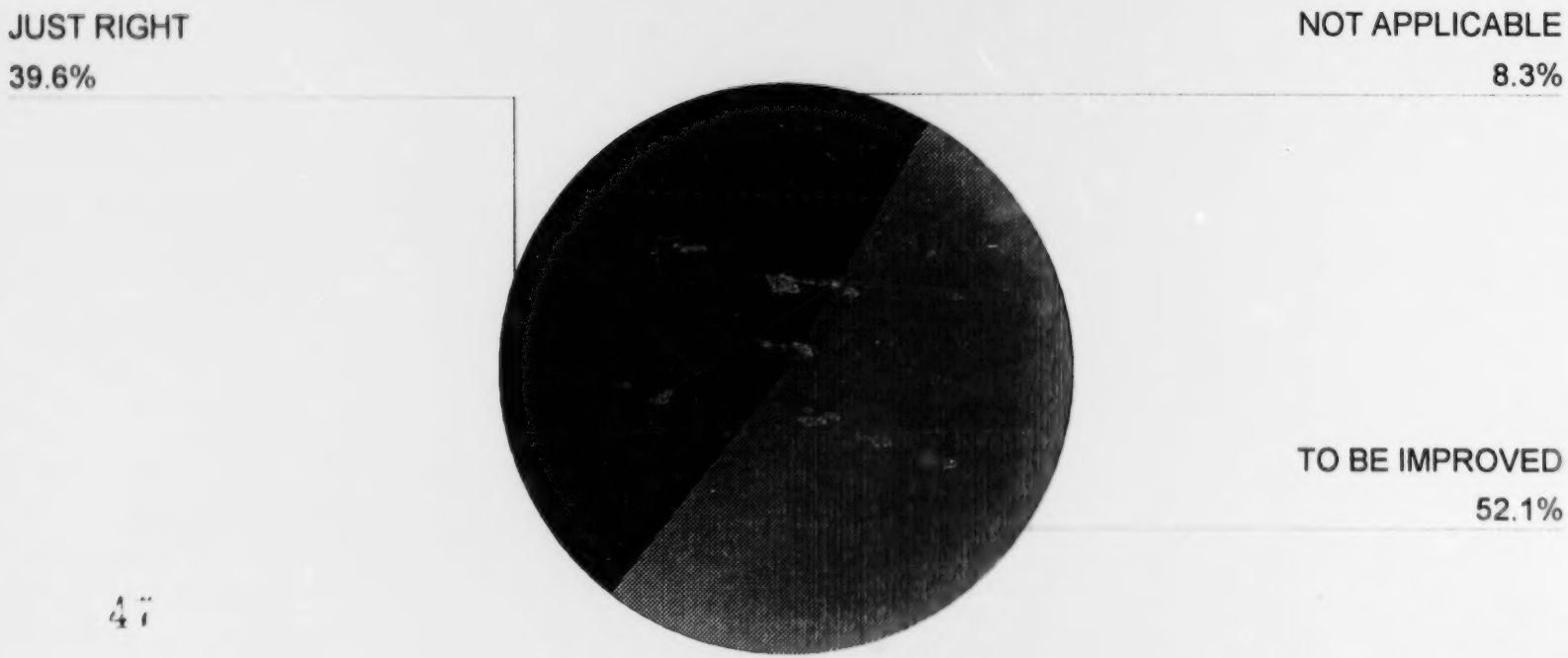

Figure 5: Feedback on Student Questionnaire

Length of the Instrument

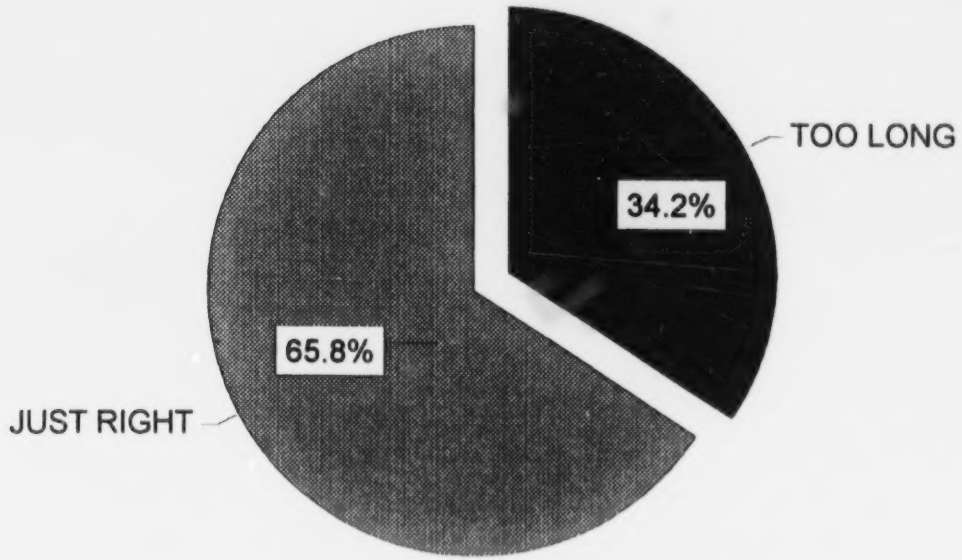

Figure 6: Feedback on Student Questionnaire

Appropriateness of Questions

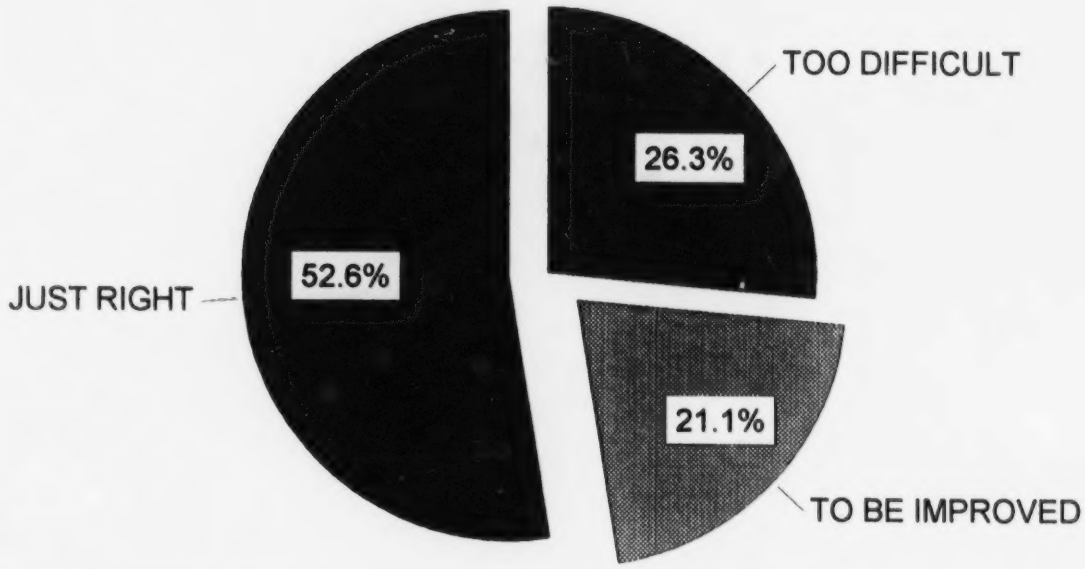

Figure 7: Feedback on Student Questionnaire

Clarity of the Instrument

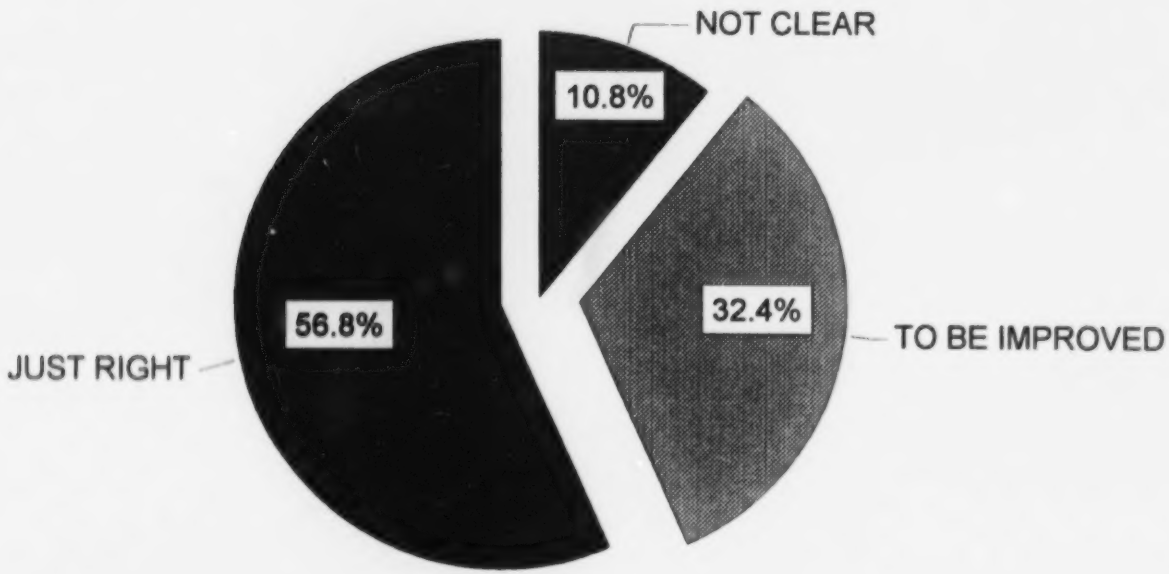

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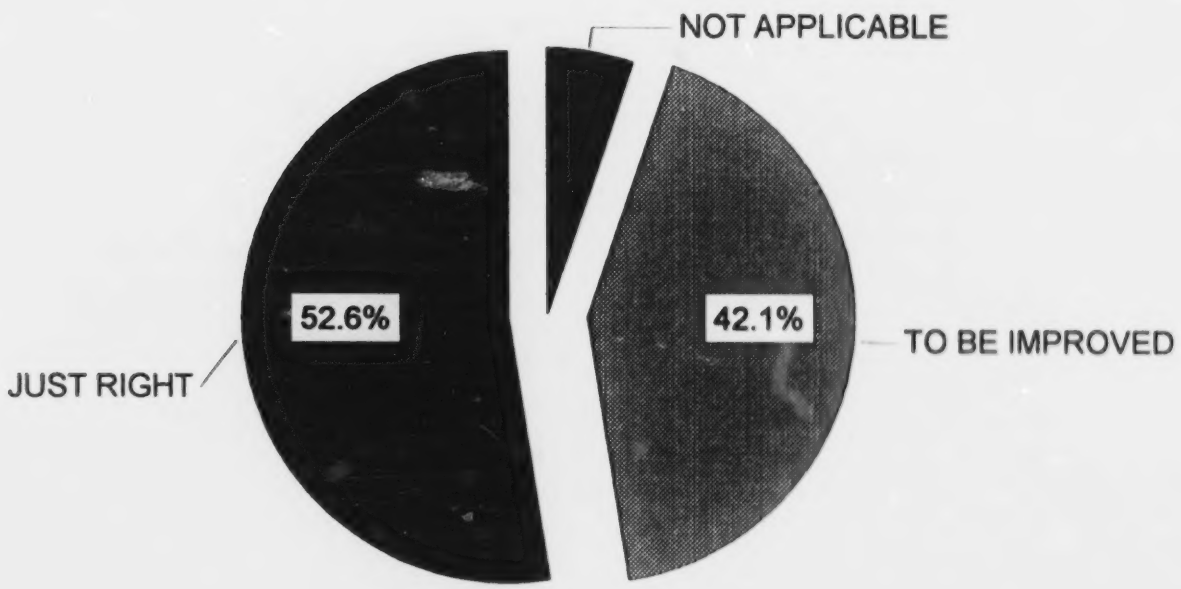
Figure 8: Feedback on Student Questionnaire

Applicability of the Instrument



No statistical differences were found among groups in terms of their feedback on both evaluation questionnaires. Chi-square statistics by group were summarized in Table 3 (Kind-of-Agency/Institution), Table 4 (Education), Table 5 (Years in Adult Literacy), Table 6 (Michigan Certification), and Table 7 (Gender), respectively.

Table 6
Chi-Square Statistics of Feedback of Respondents on Kind—Agencies/Institutions

Feedback	Chi-Square Value	df	p
Tutor Questionnaire			
Length	3.07	4	.55
Appropriateness	5.69	5	.22
Clarity	6.26	4	.18
Applicability	5.84	4	.21
Student Questionnaire			
Length	2.31	4	.32
Appropriateness	3.14	4	.54
Clarity	2.16	4	.71
Applicability	3.05	5	.55

Table 7
Chi-Square Statistics of Feedback of Respondents on Educational Background

Feedback	Chi-Square Value	df	p
Tutor Questionnaire			
Length	5.37	6	.50
Appropriateness	3.32	6	.77
Clarity	2.60	6	.86
Applicability	4.69	6	.58
Student Questionnaire			
Length	2.06	2	36
Appropriateness	3.98	4	.41
Clarity	4.20	4	.38
Applicability	4.41	4	.39

Table 8
Chi-Square Statistics of Feedback of Respondents by Years in Adult Literacy

Feedback	Chi-Square Value	df	p
Tutor Questionnaire			
Length	0.82	4	.94
Appropriateness	2.50	4	.64
Clarity	4.93	4	.29
Applicability	4.41	4	.35
Student Questionnaire			
Length	0.78	2	.68
Appropriateness	3.55	4	.47
Clarity	3.57	4	.47
Applicability	3.97	4	.41

Table 9
Chi-Square Statistics of Feedback of Respondents on Michigan Certification

Feedback	Chi-Square Value	df	p
Tutor Questionnaire			
Length	7.18	6	.30
Appropriateness	8.14	6	.23
Clarity	3.32	6	.77
Applicability	3.66	6	.72
Student Questionnaire			
Length	1.74	3	.63
Appropriateness	3.74	6	.71
Clarity	4.93	6	.55
Applicability	4.42	6	.62

Table 10
Chi-Square Statistics of Feedback of Respondents by Gender

Feedback	Chi-Square Value	df	p
Tutor Questionnaire			
Length	0.68	2	.71
Appropriateness	1.02	2	.60
Clarity	1.44	2	.49
Applicability	0.98	2	.61
Student Questionnaire			
Length	0.11	1	.73
Appropriateness	0.26	2	.88
Clarity	0.75	2	.69
Applicability	0.76	2	.69

Conclusion

Overall, the respondents' feedback on both questionnaires was positive. A small proportion of respondents believed that the questionnaires could be further improved. The respondents' background and the characteristics of their agency had no impact on their feedback.

REFERENCE

Ntiri, Daphne W. (1994). *Evaluation in Adult Literacy Research: Project ALERT.* Detroit, MI: Detroit Literacy Coalition, WSU.

APPENDIX A

Letter to Michigan Literacy Providers

December 7, 1994

Dear Michigan Literacy Provider:

Re: *Proposed Survey Instruments for Statewide Application in Adult Literacy Programs*

The Detroit Literacy Coalition (DLC) has just completed phase one of a two-part series evaluation model plan to address adult literacy program evaluation needs. The objects is to create a user-friendly evaluation model that can be applied statewide to volunteer literacy programs.

At this time, we would like to invite your participation in this process of improving the efficiency of our model by completing the feedback questionnaires enclosed. The data you provide will allow us to refine our instruments and develop effective, impartial and user-friendly tools that can be applied to diverse populations around the state. We recognize, however, that differences will exist because of the critical areas and concerns of so many different adult literacy programs affecting disadvantaged social and economic groups such as dislocated workers, school drop-outs, drug rehabilitation clients, illiterate immigrants, teenage mothers and prison populations in urban and rural contexts.

This is a great opportunity for you to participate in the creation of an effective tool. Remember that "evaluation is not to prove but to improve." Your cooperation and participation are greatly appreciated. Completed feedback questionnaires should be forwarded **no later than December 30, 1994** to:

Detroit Literacy Coalition
Wayne State University
6001 Cass Ave., Room 451
Detroit, Michigan 4202
Tel: (313) 577-4612 (Crystal) or
(313) 577-3923

Sincerely,

Daphne W. Ntiri, Ph.D.
Associate Prof. & Director, DLC
Director, Project *ALERT*

cc: **Project *Alert* Team Members**
Gladys Coleman Walden
Gregory Robinson

APPENDIX B

Glossary

Glossary

Adults Those people who have attained the legal and chronological status of adulthood, and are purposefully exploring the field of knowledge. In addition, these fields of knowledge are taking place in an organized group setting (Brookfield, 1991, p. 2).

ALERT An acronym that stands for Adult Literacy Evaluation and Research Team; the group that researched, analyzed and conducted this effort.

Analysis Careful examination of a whole and its parts, including the relationships among them.

Assessment A type of evaluation that is supposed to be based on a system of value-free checking or ascertainment of the extent to which the worthwhileness, goals and objectives of a program are being met. A non-judgmental check to determine whether or not certain goals have been attained.

DLC The Detroit Literacy Coalition, a community-based organization that meets the literacy needs of at-risk Detroiters through the collaborative networking of its 15 member local agencies.

Evaluation In general, research done to assess the worth of a program; also, the process of determining the merit or value of something, or the product of that process.

Feedback data Information solicited from literacy providers after the primary survey is completed, in order to determine whether evaluation efforts have addressed the most critical concerns, and to identify ways in which improvements can be made.

Formative evaluation An evaluation usually performed as ongoing programming is being conducted and/or during the developmental or improvement phase of the program. This process is designed to address operational procedures, and can be conducted by either the in-house staff or by an external evaluator.

Illiteracy An inability to read, write, and comprehend short, simple sentences; however, to a greater extent this lack of basic skills may lead to an individual's inability to accomplish the kinds of basic and pervasive tasks necessary for everyday adult living (Lerche, 1985, p. 1).

Literacy An individual's ability to read, write, speak, compute and solve problems at levels of proficiency necessary to function on the job and in society.

Measurement (as it relates to literacy) is the process of determining the extent of related factors, by comparison, estimation or judgment, and by reducing the data to numbers that indicate strength or frequency of occurrence.

Pilot-test The procedures involved in pre-testing an item or tool in order to determine its effectiveness.

Qualitative evaluation An evaluation that is more concerned with the quality of the program, and surveying information that cannot be measured (e.g., feelings, values, standards, etc.).

Quantitative evaluation An evaluation concerned with amounts; the process of assessing information of things that can be measured exactly and objectively.

Stakeholders Organized groups, individuals, or other parties that have an interest politically or professionally, and that usually work for or reside within the geographical limits of the program.

Sponsors The persons or organizations that initiate funds or provide the necessary resources used to conduct the evaluation.

Summative evaluation An evaluation containing information offered only as a final or definitive judgment of the program's effectiveness and used as the basis on which funding decisions can be made; usually conducted for the benefit of external audiences or decision-makers (e.g., funding agency, historian).

Synthesis A drawing together of related items to form a coherent whole.

TABE The test of adult basic education that is the most widely used standardized test, and is commonly used to determine program eligibility.

Tutee Student of adult literacy programs who is being tutored.

Tutor Usually a volunteer; however, all references to tutor in this document will apply equally to alternative funded persons working as tutors (e.g., work study students).

Volunteer for Literacy includes tutor and non-tutor or any person who works for no pay in order to help fight against the problem of illiteracy.

APPENDIX C

Sample of Cover Letter Accompanying Questionnaire

DETROIT LITERACY COALITION
ADULT LITERACY EVALUATION RESEARCH TEAM
(Project *ALERT*)

Dear (Sample of cover letter accompanying questionnaire)

The Detroit Literacy Coalition (DLC) is a 501(c)3 nonprofit organization addressing the needs of literacy providers and adult learners. It is currently conducting a study on Adult Literacy Evaluation and Research in an attempt to design and develop a state-wide evaluation model.

Your facility has been randomly chosen as a pilot site to pre-test the instrument and to solicit your input into the design of the instrument. We believe that "evaluation is not to prove, but to improve," so we encourage your cooperation in the development of an effective, impartial evaluation tool. We will be contacting you by phone in the next few days to follow up on this correspondence.

We thank you in advance for your cooperation and support.

Sincerely,

Gregory Robinson
ALERT Coordinator

APPENDIX D

ALERT Feedback Form

DETROIT LITERACY COALITION (DLC)

WAYNE STATE UNIVERSITY

6001 Cass Avenue - Room 451
Detroit, MI 48202
Tel: (313) 577-4612 (Crystal) (313) 964-1078 (Carla) FAX: (313) 577-8585

Adult Literacy Evaluation and Research Team (ALERT)
Feedback for Statewide Use

This feedback form has been developed so that literacy stakeholders can provide feedback on the Tutor and Student Survey Evaluation Questionnaires enclosed. We encourage you to be as candid as possible. Feel free to attach additional feedback, duplicate, and share the evaluation questionnaires and this feedback form with colleagues and students. Please return you completed feedback form/s to DLC in the self-addressed enclosed envelope by December 7, 1994.

Name_____ Title_____

Literacy Agency/Institution_____

Address_____ City_____ Zip Code_____

Instructions: Agency personnel. please answer the following by circling the appropriate number.

1. Is your agency/institution ...
   1. Rural **2.** Urban **3.** Suburban **4.** Other _____

2. Number of years in adult literacy...
   1. less than 2 **2.** 2 -5 **3.** 6 - 10 **4.** 11 - or more

3. Highest degree earned...
   1. High School **2.** Associate **3.** Bachelor **4.** Master **5.** Doctorate

4. Do you have Michigan state...
   1. Elementary Certification **2.** Secondary Certification **3.** Vocational Certification
   4. Other_____

5. Racial/ethnic composition of your clientele and approximate percentage...
   1. African American_____ **2.** Asian/Pacific Islander_____ **3.** Caucasian_____
   4. Hispanic/Latin_____ **5.** Native American_____

6. Your gender...
   1. Female **2.** Male

Tutor and Student Evaluation Questionnaire Feedback Forms

The following are feedback forms for the Tutor and Student Survey Evaluation Questionnaires.
Instructions: Circle the appropriate number.

Tutor Survey Evaluation Questionnaire Feedback Form

1. Length of the evaluation instrument:
   1. too short **2.** too long **3.** just right

2. Appropriateness of questions:
   1. not appropriate **2.** adequate but could be improved **3.** just right

3. Clarity of the evaluation instrument:
   1. not clear **2.** adequate but could be improved **3.** just right

4. Applicability of questionnaire to your program population:
   1. not applicable **2.** adequate but could be improved **3.** just right

Comments_____

_____

_____

Student Survey Evaluation Questionnaire Feedback Form

Personnel please assist students as necessary

1. Length of the evaluation instrument:
   1. too short **2.** too long **3.** just right

2. Appropriateness of questions:
   1. too difficult **2.** adequate but could be improved **3.** just right

3. Clarity of the evaluation instrument:
   1. not clear **2.** adequate but could be improved **3.** just right

4. Applicability of questionnaire to your program population:
   1. not applicable **2.** adequate but could be improved **3.** just right

Comments_____

_____

_____

We appreciate your feedback. thank you.

APPENDIX E

Final Revised Self-Evaluation Program

Tutor and Student Survey Questionnaires

Self-Evaluation Program
Tutor Survey Questionnaire

PART I.
IDENTIFICATION

Please place an X in the boxes of all that apply.

1.1 Area of program involvement
- ❑ a. tutor/instructor
- ❑ b. coordinator
- ❑ c. administration
- ❑ d. other_____

1.2 Nature of engagement in the program
- ❑ a. full time
- ❑ b. part time
- ❑ c. volunteer
- ❑ d. paid

1.3 Literacy tutor/instructor training
- ❑ a. Laubach Literacy Interntl. (LLI)
- ❑ b. Literacy Volunteer of America (LVA)
- ❑ c. Elementary MI State Certification
- ❑ d. Secondary MI State Certification
- ❑ e. MI State Reading Endorsement
- ❑ f. other _____

1.4 Training and/or experience in adult education
- ❑ a. yes
- ❑ b. no

1.5 Length of time with the program
- ❑ a. less than a year
- ❑ b. 1 - 2 years
- ❑ c. 3 - 5 years
- ❑ d. 6 - 10 years
- ❑ e. 11 or more

1.6 Highest degree earned
- ❑ a. High School/GED
- ❑ b. Associate
- ❑ c. Bachelor
- ❑ d. Master
- ❑ e. Doctorate

PART II.
PROGRAM INFORMATION

Please place an X in all the boxes that apply.

2.1 Your student/s represent/s the following population/s

- ❑ a. rural
- ❑ b. semi-rural
- ❑ c. semi-urban
- ❑ d. prison/correctional
- ❑ e. teenage mothers
- ❑ f. illiterate immigrants
- ❑ g. dislocated workers
- ❑ h. drug rehabilitation
- ❑ i. other_____

2.2 Primary racial/ethnic group you service

- ❑ a. African American
- ❑ b. Asian/Pacific Islander
- ❑ c. Caucasian
- ❑ d. Hispanic
- ❑ Native American

2.3 Instructional session length

- ❑ a. less than 60 minutes
- ❑ b. 60 minutes - 90 minutes
- ❑ c. 91 minutes- 120 minutes
- ❑ d. more than 2 hours
- ❑ e. other_____

2.4 Instructional session meeting day/s

- ❑ a. Monday
- ❑ b. Tuesday
- ❑ c. Wednesday
- ❑ d. Thursday
- ❑ e. Friday
- ❑. f. Saturday
- ❑ g. Sunday

2.5 Instructional session scheduling

- ❑ a. once a week
- ❑ b. 2 times a week
- ❑ c. 3 times a week
- ❑ d. 4 -5 times a week
- ❑ e. twice a month
- ❑ f. other_____

2.6 Instructional session day parts

- ❑ a. Morning
- ❑ b. Afternoon (noon - 4:59)
- ❑ c. Evening

2.7 Average number of students serviced per instructional session

- ❑ a. 1
- ❑ b. 2
- ❑ c. 2 - 3
- ❑ d. 4 - 5
- ❑ e. 6 or more

2.8 Instructional session location

- ❑ a. student's home
- ❑ b. tutor's home
- ❑ c. library
- ❑ d. literacy center
- ❑ e. work
- ❑ f. church
- ❑ g. community center
- ❑ h. other

2.9 Materials used in your program

- ❑ a. print
- ❑ b. computer
- ❑ c. audio/cassette
- ❑ d. video/films
- ❑ e. other_____

PART III.
PROGRAM ISSUES

Please rank the following literacy program issues. Place an X in the number box that is most in agreement with your opinion.

BAD	OK	GOOD	VERY GOOD	EXCELLENT
1	2	3	4	5

Q.	Program Issues	1	2	3	4	5
3.1	Material for tutoring sessions					
3.2	Tutor training					
3.3	Support from the program staff or office					
3.4	Student participation in lesson planning					
3.5	Student attendance					
3.6	Instructional session location					
3.7	Homework assignments					
3.8	Discuss student's literacy goals					
3.9	Student's level of motivation					
3.10	Help student reach literacy goals					
3.11	Student referral to other support services					
3.12	Rank of overall program operations					

Self-Evaluation Program
Student Survey Questionnaire

PART I.
IDENTIFICATION

Please answer the questions by putting an x in the box (☒).

☞ **Please contact your tutor or teacher if you need help reading.**

1.1 How long have you been in the program?

- ❑ a. less than one month
- ❑ b. 2-4 months
- ❑ c. 5-6 months
- ❑ d. 7-12 months
- ❑ e. more than 1 year

1.2 Why did you start this program?

- ❑ a. to get a job
- ❑ b. please yourself
- ❑ c. get a GED/High School Diploma
- ❑ d. read the Bible
- ❑ e. read to children
- ❑ f. law/DSS
- ❑ g. learn to read and write
- ❑ h. other_____

1.3 What age group do you belong to?

- ❑ a. 16-18
- ❑ b. 19-21
- ❑ c. 22-25
- ❑ d. 26-30
- ❑ e. 31-35
- ❑ f. 36-40
- ❑ g. 41-45
- ❑ h. 46-50
- ❑ i. 51-60
- ❑ k. 66-70
- ❑ j. 61-65
- ❑ l. 71-plus

1.4 What racial or ethnic group do you belong to?

- ❑ a. African American
- ❑ b. Asian/Pacific Islander
- ❑ c. Caucasian
- ❑ d. Hispanic
- ❑ e. Native American

1.5 Are you a parent?

- ❑ a. yes
- ❑ b. no

1.6 Do you have a job?

- ❑ a. yes
- ❑ b. no

1.7 What is your gender?

- ❑ a. female
- ❑ b. male

1.8 What is the last grade you attended in school? _____

PART II.
PROGRAM INFORMATION

Please answer the questions by putting an x in the box (☒).

☞ **Please contact your tutor or teacher if you need help reading.**

2.1 How did you find out about the program?

- ❑ a. word of mouth
- ❑ b. poster/flyer/brochure
- ❑ c. radio
- ❑ d. television
- ❑ e. church
- ❑ f. community center
- ❑ g. newspaper
- ❑ h. other_____

2.2 How long are your classes?

- ❑ a. less than 60 minutes
- ❑ b. 60 minutes - 90 minutes
- ❑ c. 90 minutes - 120 minutes
- ❑ d. more than 2 hours
- ❑ e. other_____

2.3 What day/s of the week do you have your classes?

- ❑ a. Monday
- ❑ b. Tuesday
- ❑ c. Wednesday
- ❑ d. Thursday
- ❑ e. Friday
- ❑ f. Saturday
- ❑ g. Sunday

2.4 What part of the day do you have your classes?

- ❑ a. morning
- ❑ b. afternoon (noon - 4:59)
- ❑ c. evening

2.5 How many times do you meet for class?

- ❑ a. once a week
- ❑ b. two times a week
- ❑ c. three times a week
- ❑ d. four - five times a week
- ❑ e. once a month
- ❑ f. twice a month
- ❑ g. other_____

2.6 Where are your class meetings?

- ❑ a. at home
- ❑ b. tutor's home
- ❑ c. library
- ❑ d. school
- ❑ e. work
- ❑ f. church
- ❑ g. community center
- ❑ h. other_____

2.7 How many students are there in your class?

- ❑ a. 1 myself
- ❑ b. 2
- ❑ c. 3
- ❑ d. 4-5
- ❑ e. 6 or more

2.8 Do you and your tutor/teacher plan your classes together?

- ❑ a. yes
- ❑ b. no
- ❑ c. sometimes

2.9 What materials do you use in class?

- ❑ a. print (books, paper)
- ❑ b. computer
- ❑ c. audio/cassette
- ❑ d. video
- ❑ e. other_____

2.10 How many times have you stopped attending this program?

- ❑ a. 0
- ❑ b. once
- ❑ c. twice
- ❑ d. three times
- ❑ f. four times or more

2.11 If you were to drop out of this program what would be the most likely reason?

- ❑ a. tutor/teacher
- ❑ b. feels like I am not learning
- ❑ c. location of classes
- ❑ d. time of classes
- ❑ e. child care
- ❑ f. transportation
- ❑ g. weather
- ❑ h. no support
- ❑ i. work schedule
- ❑ j. family
- ❑ k. other_____

2.12 Would you attend a meeting for adult students, like yourself, to talk about learning?

- ❑ a. yes
- ❑ b. no
- ❑ c. maybe

PART III.
ATTITUDES TO THE PROGRAM

Please rank the following literacy attitudes issues. Place an X in the number box that is most in agreement with your opinion

BAD	OK	GOOD	VERY GOOD	EXCELLENT
1	2	3	4	5

Q.	How Do You Feel?	1	2	3	4	5
3.1	Your attendance					
3.2	Your tutor's/teacher's attendance					
3.3	Learning materials (books, workbooks, papers					
3.4	Tutor's/teacher's help in reaching your reading goals					
3.5	Program's help with problems (refer to other agencies)					
3.6	Home assignments					
3.7	Pace of the class					
3.8	Class meeting location					
3.9	Understand your tutor/teacher					
3.10	Life improved since beginning the program					
3.11	Growth in your reading ability					
3.12	Growth in your writing ability					
3.13	Growth in your confidence since beginning the program					
3.14	Improvement in your relationship/s with others since beginning the program					
3.15	How you feel about yourself since beginning the program					
3.16	Rate your classes					
3.17	Rate your tutor					
3.18	Rate the whole program					
3.19	Recommend the program to others					

APPENDIX F

Self-Evaluation Program Questionnaires

SELF-EVALUATION PROGRAM
TUTOR SURVEY QUESTIONNAIRE

Please check only one response in all the responses below unless stated otherwise.

1. **Please indicate the type of agency to be surveyed.**

   _____

2. **Please indicate your position in this program.**

   _____

3. **Please indicate the length of time you have been in this program.**

   a. ___ Less than 6 months

   b. ___ 6-12 months

   c. ___ 12-18 months

   d. ___ 18-24 months

   e. ___ More than 2 years

4. **Please indicate which of the following is the most effective source of information for knowledge about the center.**

   a. ___ Word of mouth

   b. ___ Poster or flyer

   c. ___ Radio or television

   d. ___ Referral

   e. ___ Other (specify)_____

5. **Please indicate one major reason for student enrolling in the program.**

   a. ___ Driver's license

   b. ___ Independent normal life

   c. ___ Employment opportunity

   d. ___ Law/government requirement

   e. ___ Other (specify)_____

6. Please indicate to what extent this program provides you with instructional material.

a. ___ To a great extent

b. ___ To a good extent

c. ___ To a moderate extent

d. ___ To a little extent

e. ___ Other (specify)_____

7. Please indicate the average number of times that a student is absent from a session.

a. ___ Less than 2 times a month

b. ___ 2-3 times a month

c. ___ 4-5 times a month

d. ___ 6-7 times a month

e. ___ More than 7 times a month

8. Please indicate to what extent a student's interaction with other students is beneficial.

a. ___ To a great extent

b. ___ To a good extent

c. ___ To a moderate extent

d. ___ To a little extent

e. ___ Not at all

9. Please indicate to what extent your effort as an instructor plays a role in achieving students' goal.

a. ___ To a great extent

b. ___ To a good extent

c. ___ To a moderate extent

d. ___ To a little extent

e. ___ Not at all

10. Please indicate to what extent the program provides counseling and guidance to students.

a. ___ To a great extent

b. ___ To a good extent

c. ___ To a moderate extent

d. ___ To a little extent

e. ___ Not at all

11. Please indicate to what extent your students do their home assignments on a regular basis.

a. ___ To a great extent

b. ___ To a good extent

c. ___ To a moderate extent

d. ___ To a little extent

e. ___ Not at all

12. Please indicate how the students perceive the level of work assignments from you.

a. ___ Too hard

b. ___ Challenging

c. ___ Just right

d. ___ Easy

e. ___ Don't know

13. Please indicate the extent to which student expectations are being met in the achievement of their goal.

a. ___ To a great extent

b. ___ To a good extent

c. ___ To a moderate extent

d. ___ To a little extent

e. ___ Not at all

14. Please indicate how the students perceive the pace of the program they are in.

a. ___ Too fast

b. ___ Fast

c. ___ Just right

d. ___ Slow

e. ___ Too slow

15. Please indicate in your opinion one major barrier that plays a role in student absenteeism from class sessions.

a. ___ Baby-sitter problem

b. ___ Transportation

c. ___ Self/family health

d. ___ Fear of failure

e. ___ Other (specify)_____

16. Please indicate to what extent the learning experiences provided specifically address student goals.

a. ___ To a great extent

b. ___ To a good extent

c. ___ To a moderate extent

d. ___ To a little extent

e. ___ Not at all

17. Please indicate to what extent the program is beneficial to the students in the program.

a. ___ To a great extent

b. ___ To a good extent

c. ___ To a moderate extent

d. ___ To a little extent

e. ___ Not at all

18. Please indicate how you think your students will rate the program they are in.

a. ___ Excellent

b. ___ Very good

c. ___ Good

d. ___ Average

e. ___ Not bad

19. Please indicate if students recommend the program to others.

a. ___ Yes, without reservation

b. ___ Yes, with some reservations

c. ___ No

d. ___ It depends (explain)_____

20. Please make comments if you have any.

SELF-EVALUATION PROGRAM
STUDENT SURVEY QUESTIONNAIRE

1. Please indicate the kind of program you are currently enrolled in.

   _____

2. Please indicate the purpose of your enrollment in this program.

   _____

   _____

Please check only one response in all the responses below unless stated otherwise.

3. a. ___ Less than 6 months

   b. ___ 6-12 months

   c. ___ 12-18 months

   d. ___ 18-24 months

   e. ___ More than 2 years

4. Please check <u>all</u> sources that gave you information about this program.

   a. ___ Word of mouth

   b. ___ Poster or flyer

   c. ___ Radio or television

   d. ___ Referral

   e. ___ Other (please specify)_____

5. Please indicate one major reason or goal for your enrollment in this program.

   a. ___ Driver's license

   b. ___ Independent normal life

   c. ___ Employment opportunity

   d. ___ Law/government requirement

   e. ___ Other (please specify)_____

6. Please indicate to what extent this program provides you with instructional material.

   a. ___ To a great extent

   b. ___ To a good extent

   c. ___ To a moderate extent

   d. ___ To a little extent

   e. ___ Not at all

7. Please indicate the number of times you were absent from the program.

   a. ___ Less than 2 times a month

   b. ___ 2-3 times a month

   c. ___ 4-5 times a month

   d. ___ 6-7 times a month

   e. ___ More than 7 times a month

8. Please indicate to what extent the program allows you to interact with other students.

   a. ___ To a great extent

   b. ___ To a good extent

   c. ___ To a moderate extent

   d. ___ To a little extent

   e. ___ Not at all

9. Please indicate to what extent your instructor's efforts play a role in achieving your goal.

   a. ___ To a great extent

   b. ___ To a good extent

   c. ___ To a moderate extent

   d. ___ To a little extent

   e. ___ Not at all

10. Please indicate to what extent the program provides you counseling and guidance.

a. ___ To a great extent

b. ___ To a good extent

c. ___ To a moderate extent

d. ___ To a little extent

e. ___ Not at all

11. Please indicate to what extent you have time to work on your assignment at home.

a. ___ To a great extent

b. ___ To a good extent

c. ___ To a moderate extent

d. ___ To a little extent

e. ___ Not at all

12. Please indicate the level of work assignments in this program.

a. ___ Too hard

b. ___ Challenging

c. ___ Just right

d. ___ Easy

e. ___ Don't know

13. Please indicate the extent to which your expectations are being met in achieving your goals.

a. ___ To a great extent

b. ___ To a good extent

c. ___ To a moderate extent

d. ___ To a little extent

e. ___ Not at all

14. Please rate the pace of the program you are in.

a. ___ Too fast

b. ___ Fast

c. ___ Just right

d. ___ Slow

e. ___ Too slow

15. Please indicate <u>one</u> major barrier that plays a role in your class attendance.

a. ___ Baby-sitter problem

b. ___ Transportation

c. ___ Self/family health

d. ___ Fear of failure

e. ___ Other (please specify)_____

16. Please indicate to what extent you think this program will help you in achieving your goals.

a. ___ To a great extent

b. ___ To a good extent

c. ___ To a moderate extent

d. ___ To a little extent

e. ___ Not at all

17. Please indicate to what extent your performance at home, at work or at some other place improved since you entered the program.

a. ___ To a great extent

b. ___ To a good extent

c. ___ To a moderate extent

d. ___ To a little extent

e. ___ Not at all

18. Please rate the program you are in.

a. ___ Excellent

b. ___ Very good

c. ___ Good

d. ___ Average

e. ___ Not bad

19. Would you recommend this program to others.

a. ___ Yes, without reservations

b. ___ Yes, with some reservations

c. ___ No

d. ___ It depends (please explain)_____

20. Please make comments if you have any.

APPENDIX G

DLC Policy Statement and DLC Overview

DETROIT LITERACY COALITION

POLICY STATEMENT

The Detroit Literacy Coalition was created in 1985 to strengthen and enhance the awareness and commitment to literacy in the City of Detroit. With the partnership of business, labor, educational, public and private agencies, and the community-at-large, the Detroit Literacy Coalition aims to establish a unified, comprehensive and coordinated plan to address the illiteracy problem of Detroit.

OVERVIEW

"The mission of the Detroit Literacy Coalition is to enrich the lives of individuals and families by helping them achieve their full potential through literacy by supporting, promoting and ensuring the availability and accessibility of literacy services, thus contributing to a workforce that will ensure a strong economy and a promising future for the City of Detroit."

APPENDIX H

DLC Board of Directors

DETROIT LITERACY COALITION

PRESIDENT
Dr. ROSA MALLETT
Wayne County RESA

DIRECTOR
Dr. DAPHNE WILLIAMS NTIRI
Wayne State University

STAFF
PATRICIA TOMICH, Events Coordinator
CARLA JORDAN, Clerical
Wayne State University

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MEA/NEA Great Cities Program (Retired)

GLORIA EDMONDS
AKA Reading Experience Program

EDITH EUBANKS
Neighborhood Services

ANTHONY HARRIS
Graduate Student, Wayne State University

PATRICK LINDSAY
Chrysler Corporation

GLORIA GRADY MILLS
Michigan State Department of Education

Dr. VERONA MORTON
Highland Park Community College

MARY ANN REILLY
United Way

Sr. MARIE SCHOENLEIN
Dominican Literacy Project

IDA SHORT
Schoolcraft College

APPENDIX I

DLC Mission Profile

Detroit Literacy Coalition

Mission Profile

Statement of Purpose

The purpose of the Detroit Literacy Coalition (DLC) is to promote for the total eradication of illiteracy in our community and to advance the cause of reading and writing both for work and pleasure. The DLC is committed to improving the quality of life of every Michigan citizen and resident by ensuring that increased access to basic education is available to those deprived or those who for some reason or other missed out on early educational opportunities. Its central tenet is that total literacy is fundamental to the well-being of Detroit society.

- For the DLC, the ongoing re-evaluation of our values and perspectives of the world in which we live demonstrates the need to equip Detroiters with more than the basic literacy skills to prepare for an increasingly technologically advanced world that requires sophisticated levels of knowledge for the workplace. Functional illiterates or "prisoners of silence," according to John Kozol, live on the edge of society. The DLC recognizes that the responsibility to provide for the marginalized sectors who are constantly deprived rests on our volunteers, tutors and all who can help.

- The DLC recognizes that there is a "New Order" in the Detroit workplace. Whereas with the old order functional illiterates could hide behind their ignorance, in the new order the introduction of computers and the constantly changing standards and regulations for industrial workers make it necessary for greater achievement in education of our employees.

- The DLC as a pivotal force in literacy advocacy in Detroit will gain consistent, ongoing financial support that will be distributed to member literacy providers.

- The DLC is aware of the nontraditional family structure that exists today. Family and intergenerational literacy area a part of the plan of the DLC. The emphasis on the family, including parenting skills, is incorporated in the planning and execution of literacy programs around the city.

- The DLC will be the communications and information clearinghouse for literacy material.

- The DLC articulates two strong words, "trust" and "love" that are lacking in the lives of many. Associated DLC providers are encouraged to offer programs that are situated in warm and friendly environments to help learners feel more comfortable.

- The DLC maintains the interest in filling in the gaps in the existing literature to form a sound conceptual base for literacy research and advancement in Michigan and the nation.

- The DLC's mission is primarily to serve the City of Detroit in generating city-wide awareness and coordinating adult literacy resources and services. The DLC has taken the leadership in meeting the needs of at-risk Detroiters through the collaborative efforts of its members. As part of its mission to expand services and foster a healthy alliance with the associated literacy providers (Detroit Public Schools, Detroit Public Libraries, churches, prisons, fraternities and clubs, community groups) it promotes public/private sector partnerships; it fosters greater corporate awareness of adult functional illiteracy; it works toward increasing business involvement in literacy activities; it encourages volunteerism; it provides technical and networking assistance; it promotes adult literacy services through local and national media and through contacts with state agencies; and it stages highly visible activities such as the Literacy Summit and the Walkathon to boost the image of the organization and make it a household word.

In short, the DLC has set the goal of alleviating illiteracy, that is, reducing the number of functional illiterates from 200,000 to less than 50% over the next few years in the metro Detroit area. This is particularly desirable for drop-out youth, special populations, and ethnic enclaves where illiteracy seems to predominate. Ultimately, our goal is to make the DLC an exemplary model that can be replicated elsewhere.

APPENDIX J

Services and Primary Goals

Services	Primary Goals
Special Events	To organize and present special events such as the Literacy Summit and the Walkathon that increase awareness in the community about the scourge of illiteracy.
Publications	To produce and circulate publications such as newsletters, directories and other information documents (legislative, administrative, curricular) that will keep literacy providers and the public informed and knowledgeable.
Research	To generate data bases and disseminate results of studies about literacy and education in general for metro Detroit, paying close attention to issues that will help alleviate the literacy dilemma.
Community Services	To offer to neighborhood groups and literacy providers skills and technical assistance such as program development and management, tutor training, grant writing, board development, curriculum development, data collection, etc.
Grantswriting and Fundraising	To identify and obtain funds from a variety of sources that can make the DLC the central grant redistributing agency to promote literacy in the city.
Leadership Development	To be in a position to demonstrate leadership and to organize workshops, colloquia and symposia designed to promote leadership among literacy providers.
Organizational Development	To assist with organizational development of new and smaller groups that wish to join the literacy bandwagon. Such services often include: participant development, board development, curriculum development, marketing and grantwriting, promotion, and information sharing.
Information Sharing	To serve as the information clearinghouse for literacy materials.
Public Policy Strategies	To increase public awareness of the problem of illiteracy with full endorsement by the City of Detroit and the Common Council.
Dialoguing	To promote exchanges, among Michigan's literacy providers such as the voluntary literacy councils, adult basic education programs, state library systems, etc.

APPENDIX K

List of Responding Literacy Sites

Adult Basic Education
Ishpeming, Negaunee, Nise Comm. Ed.
101 Pioneer Ave.
Negaunee, MI 49849

Adult Literacy Program
Janet Fulton
Alpena County Library
211 N. First Avenue
Alpena, MI 49707

African Heritage Cultural Center
Patricia Noni Gee
Detroit Public Schools
21511 W. McNichols
Detroit, MI 48219

Alger Area Literacy Council
Herbert M. Ingraham
R.R. 1, Box 1022
Munising, MI 49862

Allendale Community Education
Claire Voetberg
6633 Lake Michigan Drive
Allendale, MI 48401

Antrim-Kalkaska Literacy Council
Toni Wayda
201 State Street
Mancelona, MI 49659

Branch County Literacy Council
Colleen Knight
9501 E. Chicago
Coldwater, MI 49036

Cheboygan County Libraries for Literacy
Fred Brickley
Indian River Library, P.O. Box 160
Indian River, MI 49749

Cheboygan County Libraries for Literacy
Cindy Lou Poquette
3546 S. Straits Highway, P.O. Box 160
Indian River, MI 49749

Detroit Public Schools, Adult Ed.
Lura Burns
3700 Pulford
Detroit, MI 48207

Detroit PS Com. Based Ed East
Sharon Gogle
Harris School
3700 Pulford
Detroit, MI 48207

Dominican Literacy
Sister Marlene Lieder, OP
9400 Courville
Detroit, MI 48224

Dominican Literacy Center
Donald J. Bilinski
9400 Courville
Detroit, MI 48224

Dominican Literacy Center
Donald Johnson
9400 Courville
Detroit, MI 48224

Dominican Literacy Center
Nancy Mayer
9400 Courville
Detroit, MI 48224

Dominican Literacy Project
Sister Marie Schoenlein
9400 Courville
Detroit, MI 48224

Down River Literacy Council
Mary Lou Prevost
Southgate Adult Education
14101 Leroy
Southgate, MI 48195

Dukette Learning Center
Mary Jane Baumann, IHM
530 W. Pierson Road
Flint, MI 48505

Evart Community Education
Carol Wojcik
161 1/2 N. Main Street
Evart, MI 49631

Even Start Family Education Program
Denise Schmitz-Enking
131 E. Aurora Street
Ironwood, MI 49938

Gontcalm Adult Reading Council
Ollivette Kassouni
1401 Van Deiuse
Greenville, MI 48848

Grand Blanc Community Education
Mark R. Wallen
G-11920 S. Saginaw
Grand Blanc, MI 48439

Industrial Sites
Barbara Hubert
20018 Wisconsin
Detroit, MI 48221

Kent County Literacy Council
Judy Zainea
60 Library Plaza, N.E.
Grand Rapids, MI 49503

Leelanau Literacy Council
Hazel Le Anderson
502 N. Traverse Lake Road
Cedar, MI 49621

Linden Community Education
7801 Silver Lake Road
Linden, MI 48451

Literacy Council of Bay County
Ann Cotten
401 Banger St.
Bay City, MI 48706

Literacy Council of Calhoun County
Lynn Blake
450 North Avenue
Battle Creek, MI 49017

Literacy Council of Midland, MI
Diane H. Kau
220 E. Main Street, Suite 206
Midland, MI 48640

Literacy Network of Kalamazoo County
Denise Duquette
1000 E. Paterson
Kalamazoo, MI 49080

Literacy Now!
Verona Morton
Highland Park Community College
Glendale at Third
Highland Park, MI 48203

Ludington Public Library Lit. Program
Barbara Sutton
217 E. Ludington
Ludington, MI 49431

LVA - Detroit
Heidi Hatcher
330 Fisher Building
Detroit, MI 48202

LVA - Sanilac Council
Martha Carpenter
46 North Jackson
Sanduski, OH 48422

LVA - Sanilac Council
Grace Temple
46 North Jackson
Sandusky, OH 48471

MI Catholic Health Systems
Beverly Ciokajlo
53 Chandler
Highland Park, MI 48203

Michigan Literacy Inc.
Donna Audette
P.O. Box 30007
Lansing, MI 48909

Montcalm Adult Reading Council
Virginia Schantz
205 S. Franklin
Greenville, MI 48838

Montcalm Adult Reading Council
c/o Adult Education
Olivette Kassouni
1401 Van Deinse
Greenville, MI 48838

Mott Adult - Sarvis Center
Kathryn Wiliams
12037 Juniper Way, #530
Grand Blanc, MI 48439

Oakland Literacy Council
William E. Engel
17 S. Saginaw
Pontiac, MI 48342

Oakland Literacy Council
Nancy B. Geddes
17 S. Saginaw
Pontiac, MI 48342

Oakland Literacy Council
Cathryn Weiss
17 S. Saginaw
Pontiac, MI 48342

Osceola County Literacy Council
Marilyn Allen
9890 Three Mile Road
Sears, MI 49679

Project Lead - Adrian Pub. Library
Janet Vern
143 E. Monroe
Adrian, MI 49221

Project Literacy
Deborah Del Zappo
P.O. Box 175
Muskegan Oceana County
Pentwater, MI 49449

R.E.A.D. Alpena County Library
Susan Plowman
211 N. First Avenue
Alpena, MI 49707

Reading for Adults Literacy Program
Doris E. Lance
Alpena County Library
211 N. First Avenue
Alpena, MI 49707

Reggie McKenzie Foundation
Pat Smith
20 Bartlett
Highland Park, MI 48203

Retired Senior Volunteer Program
Tambrete D. Phillips
P.O. Box 1025
Gaylord, MI 49735

Roscommon County Literacy Council
Jan Montei
P.O. Box 320
Roscommon, MI 48653

Schoolcraft College
Linda Tolbert
18600 Haggerty
Livonia, MI 48025

Shiawassee Adult Literacy Association
Maxine Capitan/Karen Fuoss
515 W. Main Street
Owosso, MI 48867

South Haven Area Literacy Council
Kathy Steffler
600 Elkenburg
South Haven, MI 49090

South Haven Area Literacy Council
Louise Wepfer
600 Elkenburg
South Haven, MI 49090

South Kent Adult Learning Center
Lorraine Rozegnal
319 Fairbanks
Grand Rapids, MI 49508

South Kent Community Education
Doris Hackett
3529 S. Division Avenue
Wyoming, MI 49548

South Kent Comm. Ed. Basic. Lit.
George Jasperse
3121 Maple Villa SE
Grand Rapids, MI 49508

Straits Area Community Adult Ed
Ann Stafford
840 Portage Road, P.O. Box 254
St. Ignace, MI 49781

Tuscola Literacy Council
Ellen Toner
4117 Doerr Road
Cass City, MI 48867

Volunteers for Adult Literacy
Mollie J. Hembruch
Mott Adult High School
1231 E. Kearsley Street
Flint, MI 48503

Wayne County Adult Literacy Network
Dr. Rosa Mallett
P.O. Box 807
33500 Van Born Road
Wayne, MI 48184-2497

West Branch Rose City Adult Education
Sally Campbell
960 S. M-33
West Branch, MI 48661

WSU/Council for Excellence
in Adult Learning
2727 2nd Avenue, Suite 107
Detroit, MI 48202

Detroit Literacy Coalition
Detroit, Michigan

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